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TYPEWRITING INSTRUCTION AS AN AID TO THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE.

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THE HYPOTHESIS THAT TYPEWRITING INSTRUCTION COULD BE USED AS AN AID TO THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WAS TESTED. STUDENTS WERE ASSIGNED TO EXPERIMENTAL AND CONTROL GROUPS, MATCHED ON THE BASIS OF PRECOURSE ENGLISH LANGUAGE TEST SCORES AND SUCH OTHER FACTORS AS NATIVE LANGUAGE. BOTH GROUPS COMPLETED THE REGULAR 12-WEEK, ENGLISH LANGUAGE PROGRAM OF THE AMERICAN LANGUAGE INSTITUTE (ALI) AND WERE EXPOSED TO THE SAME NUMBER OF INSTRUCTIONAL PERIODS. SPECIAL TYPEWRITING INSTRUCTION WAS GIVEN TO THE EXPERIMENTAL GROUP FOR THREE PERIODS A WEEK, WHILE THE CONTROL GROUP HAD AN EQUIVALENT THREE PERIODS A WEEK OF ENGLISH PATTERN PRACTICE WITHOUT TYPEWRITING. AT THE END OF THE PROGRAM, ALL OF THE STUDENTS WERE GIVEN THE STANDARD POSTCOURSE ENGLISH LANGUAGE TESTS OF THE ALI. PRECOURSE AND POSTCOURSE ENGLISH LANGUAGE TEST SCORES WERE STATISTICALLY TREATED. COMPARISONS OF THE TEST SCORES, ADJUSTED FOR DIFFERING LEVELS OF ABILITY WHERE CONTROL VARIABLES WERE AVAILABLE, SHOWED A CONSISTENT PATTERN OF SUPERIOR SCORES AMONG THE EXPERIMENTAL GROUP SUBJECTS. ADJUSTED MEAN SCORES FOR THE EXPERIMENTAL GROUP ON THE SAN FRANCISCO STATE COLLEGE TEST, THE EXAMINATION IN STRUCTURE TEST, AND THE TEST OF AURAL COMPREHENSION WERE SIGNIFICANTLY GREATER THAN THOSE ADJUSTED FOR THE CONTROL GROUP. MEAN ENGLISH LANGUAGE TEST SCORES ALSO FAVORED THE EXPERIMENTAL GROUP, BUT LESS SIGNIFICANTLY. (GC)

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Typewriting Instruction as an Aid to the Learning of English as a Foreign Language

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TYPEWRITING INSTRUCTION AS AN AID TO THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

Cooperative Research Project No. S-040

Doris G. McLeod and Ramona First

San Francisco State College

San Francisco, California

1964

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19. Summary of Typing Rates Achieved by American Language Institute Students in Experimental Typewriting Class Which Was Part of the ALI Program 49

CHAPTER I: THE FORMULATION AND DEFINITION OF THE PROBLEM

Background of the Problem

Many foreign students coming to the United States for advanced study are handicapped because their English language proficiency proves to be inadequate for classroom conditions where English is the language of instruction. A problem for the students and for the schools is the need to impart a working knowledge of English as quickly and as economically as possible, in order that foreign students may enter the regular courses and attain their educational objectives in the United States.

Each semester, a number of foreign students at San Francisco State College have taken typewriting courses for academic and personal use. Some of the advisers of these students have felt that the foreign students who took typewriting demonstrated more progress in the learning of English as a foreign language than did the students not taking typewriting. However, there was no practical way to objectively evaluate the effectiveness of typewriting instruction as an aid to the learning of English as a foreign language. The major bars to such evaluation were the varied backgrounds and levels of English proficiency of the students taking typewriting and the lack of facilities for setting up and testing experimental and control groups.

Typewriting Instruction for Foreign Students

Previous to the 1963 fall semester, the only typewriting instruction available at San Francisco State College for foreign students was that offered by the School of Business for prospective executive secretaries,

business teachers, office administrators, and managerial and professional personnel. Foreign students who enrolled in these courses to learn typewriting for academic or personal use frequently encountered difficulty in meeting the standards required for a passing grade. These difficulties and the anxieties related to the need to maintain good grade averages prevented many foreign students from enrolling in the regular typewriting classes. In addition, the foreign students in the American Language Institute program were prevented from taking typewriting in regular classes because of the nature of that program.

The American Language Institute

The American Language Institute is a special program for foreign students who need remedial work in English before entering regular college programs. This Institute provides 12 weeks of intensive English language training for students who have met the requirements for college entrance at San Francisco State College or some other institution of higher learning in this country, but who do not have sufficient command of English to enroll in the regular college courses. This readiness is determined by the English entrance examinations of the several schools.

The Institute is administered as a separate entity, using the physical facilities of San Francisco State College, but not entitled to use its instructional facilities. For this reason, the students in the American Language Institute could not enroll in the regular typewriting classes offered by the School of Business at the College.

The Problem

Statement of the Problem

The problem was to determine if typewriting instruction could be used as an aid to the learning of English as a foreign language.

Aspects of the Problem

If typewriting instruction could be used effectively as part of a program for teaching English as a foreign language, the foreign students who completed such a program would have the useful skill of typewriting in addition to the increased English language proficiency of their total English language program. The problem had two aspects:

The development of usable skill in typewriting and the application of that skill to typing problems involving the use of English as a foreign language; and

The measurement of the effectiveness of such typewriting instruction as an aid to the learning of English as a foreign language.

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CHAPTER II: OBJECTIVES AND HYPOTHESIS

Importance of the Study

The development of methods and materials which will help foreign students acquire a working knowledge of English in a short time is of particular significance at this time and place. Both governmental and private agencies in the United States have been devoting major attention to the encouragement of foreign students who may be interested in obtaining their college and graduate training in American schools. San Francisco State College has participated actively in the cultural exchange program and now has an annual enrollment of from 500 to 600 foreign students.

Many foreign students need a great deal of help to bring their English proficiency to a point where they can complete their studies in the United States at a satisfactory rate and level of performance. There is need for continued experimentation with ways to reinforce and increase the effectiveness of the English language training programs for foreign students, particularly for those who have met requirements for college entrance but who do not have sufficient command of English to enroll in regular college courses conducted in English.

Objectives and Hypothesis

The objective of this study was to test the hypothesis that typewriting instruction could be used as an aid to the learning of English as a foreign language.

Stated operationally, the hypothesis was that the mean gain in achievement in English for a group receiving typewriting instruction as part of a program in English as a foreign language would be significantly greater

than for a group not receiving such typewriting instruction, each of the two groups receiving the same total number of hours of classroom instruction in English as a foreign language.

Implications for Education

If the hypothesis were true, this study would have implications that further experiments should be made with typewriting classes, using special methods and materials, as adjuncts to language laboratories for foreign language learning, and for remedial or rehabilitation language learning.

CHAPTER III: RELATED RESEARCH

The proponent of this project made an extensive search of the literature related to both typewriting instruction and instruction in English for foreign students. As far as could be determined, no study had been completed which bears directly upon the validity of the hypothesis postulated by this study.

Incidental Learning through Typewriting

There have been a number of studies which indirectly related to this problem. In other academic areas, such as economics and business communications, it has been demonstrated that significant incidental learning accrues when such subject matter is used as the basis for drills and exercises in typewriting instruction. The reasons for the incidental learning are undetermined but the evidence appears to be substantial that while learning the manual skill of operating a typewriter, the student can learn the content of the material being typed.

Probably the most significant studies in this indirectly related area are the following:

Baty, Wayne M., "Incidental Learning of Vocabulary in Beginning Typewriting Classes"[1]

Orpin, Carol, "An Experiment to Determine Economic Concepts Learned Through Typewriter Copy"[2]

The Baty study demonstrated conclusively that vocabulary facility for domestic students is increased significantly when this vocabulary is

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[1]Wayne M. Baty, "Incidental Learning of Vocabulary in Beginning Typewriting Classes," Doctor's dissertation, University of Southern California, 1958.

[2]Carol Orpin, "An Experiment to Determine Economic Concepts Learned Through Typewriter Copy," MA Thesis, SF State College, 1960.

used as the subject matter in typewriting practice. The Orpin study showed that such incidental learning in the area of economics is demonstrable in a typewriting class.

At least one commercial publisher has accepted the validity of the incidental learning in typewriting thesis to the degree that it has published a textbook based upon this approach. The book is "Business Communication and Typewriting," by Wayne Murlin Baty, published in 1962 by Wadsworth Publishing Company, Inc., Belmont, California.

Directed Learning through Typewriting

In the area of directed rather than incidental learning through typewriting, another study was of particular significance. That study was conducted by Dr. Jack Yuen and others at the Frederick Burk Elementary School in San Francisco, California, a demonstration school of San Francisco State College. While the Yuen et al study is in the field of elementary education, one of its purposes is to ascertain the effect of the skill of touch typewriting as a vehicle for learning the language arts (in elementary schools).

> "In the elementary school, the curriculum in the language arts includes four major facets: listening, speaking, reading, and writing. Each of these facets is closely related to the others, and instruction which facilitates improvement in one is likely to benefit the others. It would seem that instruction in typing might benefit several specific areas in language, such as spelling, sentence structure, punctuation, reading, and possibly others..."[3]

The results of the Yuen et al study showed significant gains in language arts skills for the groups using the typewriter as compared to the

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[3]Jack Yuen et al, "The Electric Portable Typewriter as an Instructional Tool in Fourth Grade Language Arts," Elementary English, February, 1962, p. 101.

groups without typewriting instruction.[4]

An overall summary of the possibilities of using typewriting as an educational tool is presented by Lawrence W. Erickson under the title "Outcomes in Developing General Education Values in Typewriting." Two excerpts from this article are particularly relevant to this proposed experiment:

> "Typewriting skill is a value of and in itself ... In addition, typewriting may well be an educational tool or learning aid, as yet relatively unexploited, which warrants as much attention as is currently being given to the teaching machine. Although no educational tool, however useful its functions as an educative device, can substitute for a good mind, few students ever reach the true maximum of their learning potential. Perhaps the typewriter may play a small part, at least, in releasing this untapped potential."[5]

and

> "As a tool of learning or as a learning aid, the typewriter may have a relatively untapped potential, but even here the issue is a thorny one. Research evidence to date is inconclusive and contradictory; however, there is growing evidence to indicate that the typewriter can be an aid to learning in such areas as basic English and grammar, reading, spelling, and vocabulary building. Additionally, through proper use of the typewriter, creative written expression can be fostered. Other valuable learnings may often be acquired through the nature of the content of the copy that is typed. Much additional research, however, is needed in these areas of possible uses of the typewriter as a learning aid."[6]

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[4] Ibid.

[5] Lawrence W. Erickson, "Desired Outcomes in the Development of Other General Education Values in Business Courses, Part B: Outcomes in Developing General Education Values in Typewriting," from Doris H. and Floyd L. Crank, Editors, New Perspectives in Education for Business, NBEA Yearbook, 1963. Pp. 317-318.

[6] Ibid., p. 328.

CHAPTER IV: PROCEDURE, THE SAMPLE, AND THE EXPERIMENTAL PROGRAM

To test the hypothesis that typewriting instruction could be used as an aid to the learning of English as a foreign language, a classroom experiment was designed and procedures were established, which included a pilot typewriting study preceding the main experiment.

The pilot study was made during the 1963 fall semester by setting up an experimental typewriting class limited to foreign students. This preliminary study permitted testing of methods and materials for teaching typewriting to beginning typing students at different levels of English proficiency and to all of whom English was a foreign language.

Guide lines were set up for selecting the experimental and control groups to be used in the main experiment.

The main experiment of the 1964 spring semester was confined to the thirty students enrolled in the American Language Institute. The students were assigned to the experimental and control groups on the basis of their precourse English language test scores and other factors such as native language.

Both the experimental and control groups completed the regular 12-week program of the American Language Institute and were exposed to the same number of classroom periods of instruction in English as a foreign language. The special typewriting instruction was given to the experimental group for three periods a week while the control group had an equivalent three periods a week of English pattern practice without typewriting.

At the end of the 12-week program all of the students were given the usual postcourse English language tests of the American Language Institute.

The final step in the experiment was the statistical treatment of the data. The primary data were the precourse and postcourse English language test scores which were obtained by the standard testing procedures of the American Language Institute.

1963 Fall Semester Pilot Typewriting Study

Through the cooperation of the Foreign Student Adviser's staff and the Chairman of the Department of Office Administration in the School of Business at San Francisco State College, a special pilot typewriting class for foreign students only was set up for the 1963 fall semester. This class was open to regularly enrolled foreign students and also to foreign students in the American Language Institute.

Twenty students selected by the Foreign Student Adviser's staff were enrolled in the pilot typewriting class. Ten of these were regular foreign students who received 2 units of credit for the course, and ten were American Language Institute students who took the typing course in addition to the regular ALI program. The ALI students did not receive extra credit for the typewriting class although they received the usual equivalent of 12 units which is granted for the completed 12-week ALI program.

The classroom facilities and equipment of the School of Business were used for the pilot typewriting course, and the class met for three 50-minute periods a week, the same as a regularly scheduled 2-unit typing course. The semester provided 45 periods of typewriting instruction. However, the American Language Institute program starts a week later and ends two weeks earlier than the regular semester. This meant that the ten ALI students entered the typewriting class one week late, and only six of them stayed on to complete the typewriting course.

A typewriting textbook[1] was used for introducing the keyboard,

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[1]S. J. Wanous, Personal and Professional Typing (Cincinnati: South-Western Publishing Company, 1962).

providing keyboard location drills and presenting basic typewriting techniques. It was also used to provide copy for timed writings and for letters, reports, simple centering and tabulating. The instructor was aided by a classroom assistant in observing students and giving individual instruction as needed.

Some of the students, particularly those who had never before been in a class where English was the language of instruction, had difficulty in understanding oral instructions and in translating the printed instructions in the textbook. The instructor and the classroom assistant found that this difficulty could be overcome by giving prompt personal instruction to each student as his questions arose. In this way he could spend his classroom time in typing with a minimum of time spent in trying to "understand" or "translate" directions relating to machine operations or typewriting techniques.

After the students had demonstrated a reasonable mastery of the letter keyboard, special lessons were prepared and given to the students in duplicated form. These lessons provided a combination of typing practice and practice in using English language patterns involving structure, punctuation, and vocabulary.

Because of individual differences in rate and degree of comprehension of oral and written English instruction, each student was encouraged to proceed with the various typing assignments at his own rate. Oral presentations to the entire class were kept to a minimum, and the emphasis was on individual instruction to each student as he progressed from keyboard drills to the typing of words and sentences and on to problems which included arrangement of material on the page, composition and other phases of typing skill.

All of the lessons typed by the students were checked by the instructor or the classroom assistant as soon as possible after they were typed. The individual students were allowed to go ahead with their next assignment as soon as one was satisfactorily completed. Erasing techniques were taught, and proofreading, erasing and correcting were encouraged after the first few weeks when the students were doing production typing.

Every effort was made to keep a relaxed classroom atmosphere, and the students were encouraged to help each other as they solved the mysteries of operating a typewriter and gained skill and confidence in their own ability.

Speed-building and skill-building exercises per se were kept to a minimum, although one-minute timed writings in series were used occasionally to develop faster typing rates. Three- and five-minute writings were used sparingly as measuring devices and to encourage sustained typing at a steady rate.

Some of the students were able to practice typing outside of class, but no homework assignments were required. For most of the students in the pilot class, the three 50-minute periods a week in the typing class provided all the typing practice they had during the semester.

A wall chart was posted on which each student was listed, with stars pasted after his name for each acceptable lesson as it was completed. By consulting the chart, the student could check his progress in relation to the class, and also determine what assignments were due.

Results of the Pilot Study

Sixteen of the originally enrolled 20 students completed the pilot typewriting course, including all 10 of the students enrolled for credit.

The final typing rates as measured on one-minute writings on new material ranged from 20 to 40 gross words a minute (GWAM). The average for the class was 29.7 GWAM. Seven of the students attained rates of 30 GWAM or better; six reached rates between 25 and 29 GWAM, and the other three members of the class were in the 20 to 24 GWAM range.

All of the students who completed the course had acquired sufficient speed and operating skill to be able to use the typewriter as a tool in preparing simple, basic academic and personal materials.

These results confirmed the belief that foreign students in a beginning typewriting class conducted in the English language could, in one semester, develop a usable skill in typewriting and apply that skill to problems involving the use of English as a foreign language.

From the experience gained with the pilot study group, and to provide data which could be analyzed by standard statistical procedures, guide lines were established for setting up the experimental groups for the main experiment.

Guide Lines for Establishing the Experimental and Control Groups

The purpose of the experiment was to determine whether typing could be used as an aid to the learning of English as a foreign language. Experimental and control groups were established. The principal difference between the groups was the inclusion of typewriting instruction in the programs of those in the experimental group. The following guide lines were used:

1. The individuals in the experimental and control groups should be available for uniform testing procedures at the precourse point and at the postcourse point of the experiment. This would facilitate meaningful statistical evaluation of results.

2. The students should be near the same level of proficiency in the English language.

3. The experimental and control groups should be balanced on the basis of native language, i.e., Japanese, Spanish, Arabic, etc., so that if the learning of English were more or less difficult for a given language group this factor would have been accounted for as closely as possible.

4. The experimental and control groups should be balanced on the basis of expected exposure to English language usage outside of the classroom during the semester, because students living in an environment where English was spoken as the native language might be expected to learn English more quickly than those students living in an environment where English was not the native language.

5. The experimental and control groups should be balanced as to academic standing of the individual students, i.e., undergraduate vs. graduate.

6. Except for the variable of typewriting instruction, the students in both groups should be pursuing similar courses of study, so that typewriting instruction would be the principal variable in the learning situation.

With the above guide lines established, it was decided that the experimental study should be confined to the students and the program of the American Language Institute at San Francisco State College for the 1964 spring semester, as this population of students met the requirements more closely than the mixed foreign class of the 1963 fall semester pilot study.

Composition of Experimental and Control Groups

Thirty students, the entire enrollment of the American Language Institute at San Francisco State College for the 1964 spring semester, were involved in this experiment.

On the first day, twenty-nine students took the three English language precourse tests which were administered and scored by the staff of the American Language Institute in accordance with its usual procedure. The precourse tests are described in Appendix A.

Other data concerning individual students were obtained from a questionnaire which each student filled out (Appendix B), from direct questioning of students, and from the student record folder.

The students were ranked on the basis of the mean of their scores on the three language tests. Assignment of individual students to the experimental and control groups was made on the basis of mean scores on the three tests, taking into consideration the native language of the student, the expected exposure to English language usage outside of the classroom, and the undergraduate scholastic standing of the student.

By the end of the first week another student enrolled in the ALI. This student took the English language tests except for parts I and IV of the San Francisco State College test which could not be administered outside of the regular testing program. A population of thirty was thus available for the experiment.

Table 1 shows the composition of the experimental and control groups as they were set up at the beginning of the experiment. The data on which the selection was based are set forth in Table 2.

Table 1

Composition of Experimental and Control Groups Classified by Sex, Age, Native Language, Scholastic Standing, and Range and Mean of Test Scores

	Experimental	Control
Total Subjects	15	15
Males	11	8
Females	4	7
Age Range		
Youngest	17	18
Oldest	36	36
Mean Age	22.5	23.5
Native Language		
Japanese	5	3
Spanish	3	3
Persian-Arabic	3	5
Miscellaneous		
Chinese	1	1
Tahitian	1	
Tamil	1	
Armenian	1	
Greek		1
Thai		1
Korean		1
English Spoken at Residence	10	10
Scholastic Standing		
Undergraduate	10	10
Graduate	5	5
Range of Precourse Test Scores		
SFSC		
High	63.5	53.5
Low	26.5	18.0
Examination in Structure		
High	95.0	93.0
Low	42.0	39.0
Test of Aural Comprehension		
High	83.0	73.0
Low	25.0	17.0
Range of Means of Total Precourse Test Scores		
High	78.5	72.5
Low	31.1	29.0

Table 2

Research Data Used for Selection of Experimental and Control Groups Including Sex, Age, Native Language, Language Spoken at Residence, Scholastic Standing, and Precourse Test Scores

Student Number	Sex	Age	Native Language	Language Spoken at Residence	Scholastic Standing	Precourse Test Scores			
						SFSC	Examination in Structure	Test of Aural Comprehension	Mean
Exper									
1	M	18	Tahitian	French	Undergrad	63.5	89	83	78.5
2	M	24	Japanese	Jap-English	Graduate	54	95	68	72.3
3	M	21	Tamil	Tamil-English	Graduate	58	79	78	71.6
4	M	24	Arabic	English	Undergrad	45.5	83	75	67.5
5	M	17	Spanish	Span-English	Undergrad	55	75	67	65.6
6	M	23	Japanese	English	Graduate	49	85	60	64.7
7	M	23	Persian	English	Undergrad	41.5	76	67	61.5
8	F	24	Japanese	Japanese	Undergrad	56.5	75	50	60.5
9	F	30	Japanese	Japanese	Graduate	35	71	63	56.3
10	M	19	Persian	English	Undergrad	36.5	67	57	53.5
11	M	22	Japanese	Jap-English	Undergrad	37.5	60	52	49.8
12	M	36	Spanish	Spanish	Graduate	35.5	60	45	46.5
13	M	18	Armenian	Arm-English	Undergrad	29.5	65	40	44.8
14	F	21	Chinese	Chin-English	Undergrad	29.5	57	37	41.1
15	F	18	Spanish	Spanish	Undergrad	26.5	42	25	31.1
Control									
16	F	20	Japanese	Jap-English	Undergrad	51.5	93	73	72.5
17	F	18	Spanish	Span-English	Undergrad	--	80	65	72.5
18	F	22	Korean	Korean-English	Undergrad	48.5	82	67	65.8
19	F	20	Persian	Pers-English	Undergrad	53.5	80	62	65.2
20	F	26	Thai	Thai-English	Undergrad	46	77	63	62.0
21	F	18	Persian	Persian	Undergrad	45.5	83	57	61.8
22	M	21	Arabic	Arabic-English	Undergrad	50.5	72	60	60.8
23	M	22	Japanese	Jap-English	Graduate	44	75	58	59.0
24	M	26	Japanese	Japanese	Graduate	36.5	78	57	57.2
25	M	19	Persian	Pers-English	Undergrad	37.5	63	55	51.8
26	F	18	Spanish	Span-English	Undergrad	36.5	71	48	51.8
27	M	21	Persian	Persian	Undergrad	26	45	35	35.3
28	M	36	Chinese	Chinese	Graduate	28	39	33	33.3
29	M	31	Spanish	Spanish	Graduate	32	40	17	29.7
30	M	35	Greek	Greek-English	Graduate	18	39	30	29.0

Program of the American Language Institute

The first day of the 12-week program was devoted to testing, registration and orientation of the American Language Institute Students. On the second day, the regular program of ALI classes began, and on the third day the experimental group began attending the experimental typewriting class which was part of its ALI program. Both groups attended ALI classes five days a week, for five 50-minute periods a day, both groups having the same total number of class hours per week.

The various classes which comprised the curriculum of the Institute for the semester were: reading, pronunciation, language laboratory, structure, writing, speech, vocabulary, American culture, and pattern practice.[1] Special typewriting instruction was provided for the experimental group. The weekly program of the two groups was the same, except that the experimental group attended three 50-minute periods of typewriting instruction and two 50-minute periods of pattern practice, while the control group had five 50-minute periods of pattern practice.

For purposes of scheduling, the students in the ALI were, as is customary in that program, assigned to A, B, and C groups to provide smaller classes for some of the instruction. The A group attended three reading classes a week, in lieu of which the B and C groups attended two additional language laboratory sessions (five as against three for the A group) and one additional vocabulary class (three as against two for the A group). The A group was made up of the students who scored in the top half on the basis of the precourse tests, and the B and C groups were made up of those

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[1]"Pattern practice" is practice directed to establishing language patterns as subconscious habits.

students who made lower scores in the precourse tests. The C group was separated only to provide special small classes, and consisted of those students whose scores fell in the lowest quarter.

Because of the differences in instructional pattern between the A group and the combined B and C groups, data for precourse and postcourse test scores were kept separately by groups for statistical analysis of possible significant differences between the groups. Statistical tests of covariance between the scores of the A experimental group and the combined B and C experimental groups, and the scores of the A control group and the combined B and C control groups were made. No statistically significant differences were found between the groups, so they were pooled for further statistical analysis, thus giving a population of 15 for each group (experimental and control).

The final two days of the ALI were spent in testing. The postcourse English language tests are described in Appendix A.

Except for the typewriting instruction for the experimental group, the ALI program for the 1964 spring semester was the usual one for the American Language Institute at San Francisco State College.

Typewriting Instruction

The typewriting instruction for the experimental group was given in a class which met for three 50-minute periods a week. The instructor was aided by a full-time experienced classroom assistant. This made it possible to observe and give individual instruction to each student as needed.

The Classroom

The experimental typewriting class was conducted in the regular

typewriting classroom of the School of Business. Three different makes of standard manual typewriters were available and the students were permitted to choose their typing stations. Most of them used the same typewriter throughout the course, but some of them changed typewriters two or three times and several experimented with the electric typewriters which were available. There were no problems arising from the fact that there were not enough typewriters of any one make for the whole class. The students did not have any particular problems of adjustment when they changed from one make of typewriter to another, even though the operative parts such as margin sets, tabulating mechanism, and backspacer varied from machine to machine.

A large keyboard chart was hung at the front of the room, and a chalkboard was provided.

Materials of Instruction

The special typewriting text material prepared for this class is included in Appendix C.

Each student was given a color-keyed keyboard chart which showed the home-row keys and the keys to be stroked by each of the "home-row fingers." This chart and all of the instructional material prepared for the class was presented on 8½ x 11 paper for the students to keep in a ring binder. The first lessons provided location drills for learning the letter keys, the period, the comma, the shift keys, the question mark and the apostrophe. The use of numbers and symbols, rules for spacing, and other operating techniques were introduced in subsequent lessons as required by their content.

Following the keyboard location drills, specially prepared typing

the student's ability to use the English language patterns which had been presented to him in his regular ALI classes, and at the same time to give him practice in improving his typing rate and techniques.

Classroom Methods

In the initial presentation of the keyboard, as in all phases of the typewriting instruction which followed, oral presentation to the entire class was kept to the minimum. In presenting the keyboard, such demonstration was given as was necessary to give the students some idea of hand position and the sound of stroking the keys. As had been observed in the pilot class the previous semester, the common procedure of presenting the keyboard by dictating the letters to be stroked was confusing to foreign students who did not immediately identify the sounds with the letters on the keyboard, even though they knew the English alphabet.

The initial keyboard practice (including all the letter keys, the period, the comma, the shift keys, the question mark and the apostrophe) was covered during the first three class periods. The instructor and the classroom assistant were aided by the five students in the class who had had some previous typewriting experience. These students helped the beginners learn how to set margins and the line-space regulator, how to insert paper and remove it, how to return the carriage, and how to perform other simple typing operations.

During the next four days, all the students including those who had some typing experience before entering the class, typed the "Learning the Keyboard" lessons while under close observation and supervision by the instructor and the classroom assistant. Correct techniques were demonstrated

text material was used, with lessons titled "Typewriting and English as a Foreign Language" or "Typewriting and E. F. L." These lessons were planned to give practice in typewriting from straight copy and also to introduce typewriting techniques. Further, most lessons were designed to provide practice in English language patterns and practice in composing in English.

The "Typewriting and E. F. L." lessons were planned to coordinate with the lessons in the textbooks being used by the American Language Institute. These textbooks were the four volumes published by The University of Michigan Press, Ann Arbor, under the general title, "An Intensive Course in English." The books were written by the English Language Institute Staff, Robert Lado and Charles C. Fries, and the individual titles were "English Sentence Patterns," (1958 Revised edition); "English Pattern Practices," (1958 Revised edition); "Lessons in Vocabulary," (1958); and "English Pronunciation," (1958).

The typewriting lessons were prepared as required. When the faster typists had satisfactorily completed all the parts of the previous lesson, a new lesson was prepared. Each lesson presented some review material and some new material, both in typewriting techniques and in English pattern practice.

Some special paragraph copy was made up with the word count in 5-stroke standard words. These paragraphs were used in timed writings for speed-building and accuracy-building drills.

All of the material used for typewriting instruction was based on the normal use of English language patterns. No attempt was made to restrict syllable intensity, or to avoid the occurrence of new or difficult stroking patterns. It was the intent to have each typing lesson challenge

as necessary to each student at his typing station, and the importance of touch typing as opposed to "hunt and peck" was emphasized. The students were encouraged to use the wall chart or their individual keyboard chart to locate keys and to determine which finger to use for each key. Each student's keyboard location drills were checked for accuracy, and each was allowed to proceed at his own rate as he demonstrated reasonable mastery of each succeeding set of drills.

As each student completed the keyboard location drills and the two review assignments, he started on the "Typewriting and E. F. L." lessons. Since each student was allowed to progress through the lessons at his own rate, he was given repetitive practice on the parts which gave him the most difficulty in English usage or in typing. The parts which were easy for him he typed only once before proceeding to the next. Each part of each lesson was checked by the instructor or the classroom assistant for typing accuracy and correct English usage. Correct English was required but reasonably accurate typing was accepted because it was felt that the student could practice typing on the new lesson in which he would be getting additional English pattern practice. If the lessons were not satisfactory as to typing (reasonably free of errors, neatly arranged) or if the English usage was not correct (answering questions, changing positive statements to negative, selecting correct verb form, etc.) the entire lesson or the unsatisfactory part of it was retyped. The faster typists were subjected to more stringent typing "accuracy" requirements.

Because testing activities of the ALI prevented the students from attending the typewriting class on what would have been the first day and the last two days of the 12-week program, there were only thirty-three 50-minute periods available for typing instruction. To make the most of

this limited time, the students were encouraged to devote the greater part of each class period to actual typing practice. The students were permitted to take their "Typewriting and E. F. L." lessons home with them and prepare notes from which they could type at the next typing class, thus allowing more class time for typing and requiring less time for "translating" or planning while in the typing class. The students were allowed to help each other with the lessons, but in the classroom they were encouraged to "Type rather than talk."

Four of the students had no opportunity to practice typewriting outside of the regular class period. For this reason typed homework was not required. Reliance was placed on actual class time for accomplishing whatever could be accomplished in the way of developing typing skill and applying it to the lessons which provided English language pattern practice.

The special paragraphs with the standard word count were used to provide some speed-building drill and accuracy drill. These drills were used on 17 of the 33 days of the typewriting instruction, and provided a measurement of each student's progress in typing rate. Occasional two- or three-minute writings were given for variety and to provide practice in typing at a sustained rate. Not more than 10 or 15 minutes of any class period was spent in this kind of drill or timed writings.

The results of the timed writings indicated that most of the students were making steady gains in typing skill, and no attempt was made to measure production typing rates on the "Typewriting and E. F. L." lessons.

Motivational Devices. The students were informed at the beginning that they were in an experimental program and that the typing lessons were planned to coordinate with the ALI instruction. The fact that they could learn to type at the same time they were learning English undoubtedly

motivated some of the students - others attended the typewriting class only because they were assigned to it as part of their ALI program.

Each student's best achievements in gross words per minute and correct words per minute were posted. The emphasis was on improvement. Either a faster timed writing or a more accurate timed writing would merit posting on the chart. This reduced the direct competition between those with previous typing experience and the beginners. Each student was working to better his own record for speed and accuracy.

To provide some motivation by competition within the typing class a chart was prepared for posting in the classroom. Each student was identified by initials, and colored markers were used to indicate each satisfactorily completed "Typewriting and E. F. L." lesson.

Summary of Typewriting Techniques. To test the hypothesis that typewriting instruction could be used as an aid to the learning of English as a foreign language, it was first necessary to develop a usable skill in typewriting. This skill could then be used in typing problems involving the use of English as a foreign language.

The first step, obviously, was the introduction of the keyboard, which was completed in as short a time as possible. While the students were doing the keyboard location drills they were observed and instructed in proper stroking techniques and other basic techniques of touch typewriting. Some students took longer than others to complete the keyboard location drills, but all were encouraged to complete them as soon as possible so that they could proceed to the "Typewriting and E. F. L." lessons which provided English language pattern practice.

All of the typewriting text material which followed the keyboard location drills was incorporated in the "Typewriting and E. F. L." lessons.

Different typing procedures were introduced with the various parts of each lesson, and these were explained to each student individually as the need arose. For example, what "type each line two times" meant, or how to "set the typewriter for double spacing" and "set a five-space tabulation for the paragraph indention," and leading up to more complicated typing techniques.

The sentences and paragraphs in the typing materials were based on the English language patterns the students were learning in the other American Language Institute classes. This provided simultaneous practice in typing and practice in producing English grammatical structures and sentence patterns, with each student being required to repeat only those parts of a lesson which gave him difficulty.

Thus, all aspects of the typewriting instruction were related to the objective of using typewriting as an aid to the learning of English as a foreign language.

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CHAPTER V: ANALYSIS OF DATA AND FINDINGS

Analysis of covariance was the principal statistical method used, because of the impossibility of direct control of all variables in the design of the experiment. This technique eliminated the necessity of matching pairs or obtaining random samples for the experimental and control groups and provided statistical control of a known concomitant variable, namely, the precourse scores.[1]

The basic formulas used in the computations appear in Johnson and Jackson.[2]

The statistical tables for ascertaining the significance of an F value were those in Johnson and Jackson.[3]

Significant positive linear correlation between precourse and postcourse test scores was found on the three English language tests which were administered at the beginning and at the end of the semester. The postcourse tests, described in Appendix A, were administered and scored by the staff of the American Language Institute in accordance with their usual procedure. These postcourse tests included (1) the four-part San Francisco State College test (Part I of this test was changed in the postcourse version, but Parts II, III and IV were identical with the precourse tests), (2) Form C of the Examination in Structure, (3) Form C of the Test of Aural Comprehension, and (4) English Language Test for Foreign Students. It will be noted that this last test was given as a postcourse test only.

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[1]Palmer O. Johnson and Robert W. B. Jackson, Modern Statistical Methods: Descriptive and Inductive (Chicago: Rand McNally & Company, 1959), Chapter XIII.

[2]Ibid.

[3]Ibid., pp. 502-505 (Reprinted from Table 10.5.3, pp. 346-49, Snedecor, Statistical Methods, Fifth Edition, 1956, published by the Iowa State College Press, Ames, by permission of the author and publishers.)

The data on precourse and postcourse test scores used for statistical analyses are given in Table 3.

Table 3

Data on Precourse and Postcourse Test Scores
For Experimental and Control Groups

Student Number	Precourse Test Scores SFSC Total Parts II, III, IV	Postcourse Test Scores SFSC Total Parts II, III, IV	Examination in Structure	Test of Aural Comprehension	English Language Test
Exper					
1	47.5	52	97	88	60
2	42	49.5	98	75	66
3	44	45.5	89	92	66
4	33.5	45	97	90	70
5	35	47	93	88	67
6	39	41.5	95	78	64
7	29.5	43	92	90	60
8	35.5	39	89	73	42
9	28	37	93	75	47
10	25.5	41.5	91	92	69
11	26.5	34	81	85	54
12	28.5	38	81	85	53
13	20.5	35.5	95	80	49
14	23.5	40	83	78	44
15	21.5	42	74	80	43
Control					
16	41.5	49.5	96	87	59
17	--	45	93	85	64
18	37.5	41	93	85	59
19	32.5	40	94	82	57
20	34	31.5	85	78	43
21	34.5	44	94	73	46
22	40.5	43.5	87	85	58
23	35	39	91	82	56
24	29.5	35.5	89	68	43
25	27.5	35.5	83	73	38
26	30.5	40	94	83	57
27	21	39	69	67	53
28	24	27	50	60	30
29	29	39	70	47	33
30	13	23.5	58	73	35

Since the precourse scores measured initial levels of ability to use and understand English, the postcourse averages were adjusted for precourse levels in evaluating the increased facility in English attained by the experimental group compared to the control group. The adjustment was made statistically by the analysis of covariance, using the precourse scores as the independent variable. The adjusted mean scores for the two groups were compared to test the hypothesis that the experimental group which had typewriting instruction had made significantly greater gains than the control group which took the standard American Language Institute course without typewriting instruction.

Parts II, III, and IV of the four-part San Francisco State College test instrument were identical in the precourse and postcourse testing. For statistical purposes, the sum of scores of these three parts were used. These scores provided a basis for comparison between precourse and postcourse test results on an identical instrument.

The scores from two versions of the same test were used in the statistical analysis of the scores of the Examination in Structure and the Test of Aural Comprehension test instruments (Forms A and Forms C).

The test of the hypothesis for the instrument which was given in identical form in precourse tests and postcourse tests (Parts II, III and IV of the San Francisco State College test) yielded the same results as were obtained from the two tests given in different forms in precourse tests and postcourse tests (the Examination in Structure and the Test of Aural Comprehension). This indicated that using the two versions of each of the latter two tests did not affect the statistical analysis.

San Francisco State College Test

Two of the persons in the control group did not complete all parts of the San Francisco State College test, one because of entering the ALI program too late and one because of failure to complete all of the postcourse test. The scores of these two persons were removed from the calculations. The scores of all the students in the experimental group were included.

The hypothesis tested was that the experimental group which had typewriting as a part of its ALI program had achieved a greater mean gain on the SFSC test than the control group which had the same number of hours of instruction but without typewriting.

The F value calculated from the analysis of covariance was 5.48, which exceeds the 4.24 critical value for F at the 5 percent level with 1 and 25 degrees of freedom.

Since there are only two groups in the study, the 5.10 point difference in adjusted mean gain of the experimental group over the control group is significant at the 5 percent level. The means are given in Table 4 and the analysis of covariance is presented in Table 5.

Table 4

San Francisco State College Test
Means by Groups

GROUP	MEANS		
	Precourse	Postcourse	Adjusted Postcourse
Experimental	32.20	43.53	43.71
Control	32.85	38.81	38.61
Total	32.50	41.34	
Adjusted Mean Gain, Experimental over Control:			5.10

Table 5

Analysis of Covariance, Experimental versus Control Groups, San Francisco State College Test, Part 1 Omitted[1]
(X = precourse score, Y = postcourse score)

Source of Variation	Sums of Squares and Cross Products SSX	SXY	SSY	Degrees of Freedom	Adjusted SSY	F
Between Means	2.9070	-21.2660	155.5250	1	180.7784	5.48*
Within Groups	1641.5930	949.5160	1374.5030	25	825.2921	
Total	1644.5000	928.2500	1530.0280	26	1006.0705	

[1]Two persons in the control group did not complete all parts of this test and are excluded from the analysis.

*Significant at the 5 percent level. The probability of obtaining the differences in adjusted mean value due to chance between the groups is less than 5 times in 100.

Examination in Structure

The results of the Examination in Structure test instrument were analyzed to test the hypothesis that the experimental group made greater gains in English than the control group. The scores for 15 students in each group were available for the calculations.

The adjusted mean gain shown below in Table 6 was 4.17. The F value from the analysis of covariance for these scores was 5.11 compared to a critical value of 4.21 for 1 and 27 degrees of freedom at the 5 percent level. The mean gain in adjusted postcourse scores is therefore significant at the 5 percent level and indicates that the experimental group had, on the average, a greater improvement. The analysis of covariance is presented in Table 7.

Table 6

Examination in Structure
Means by Groups

GROUP	MEANS		
	Precourse Form A	Postcourse Form C	Adjusted Postcourse
Experimental	71.93	89.87	88.55
Control	67.80	83.07	84.38
Total	69.87	86.47	
Adjusted Mean Gain, Experimental over Control:			4.17

Table 7

Analysis of Covariance, Experimental versus Control Groups, Examination in Structure
(X = precourse score, Y = postcourse score)

Source of Variation	Sums of Squares and Cross Products SSX	SXY	SSY	Degrees of Freedom	Adjusted SSY	F
Between Means	128.1360	210.8030	346.8100	1	127.9541	5.11*
Within Groups	7287.3340	4643.0670	3634.6600	27	676.3666	
Total	7415.4700	4853.8700	3981.4700	28	804.3207	

*Significant at the 5 percent level. The probability of obtaining the differences in adjusted mean value due to chance between the groups is less than 5 times in 100.

Test of Aural Comprehension

A test of the hypothesis that the experimental group had made significantly greater gain than the control group in aural comprehension of English as a foreign language was made, using the analysis of covariance. The calculated F was 5.21, which is greater than the critical value of 4.21 for 1 and 27 degrees of freedom at the 5 percent level. The difference of 5.84 points by which the experimental group exceeds the control group in adjusted postcourse mean scores is therefore significant at the 5 percent level.

A summary of the relevant means follows in Table 8, with supporting data for the covariance analysis appearing in Table 9.

Table 8

Test of Aural Comprehension
Means by Groups

GROUP	MEANS		
	Precourse Form A	Postcourse Form C	Adjusted Postcourse
Experimental	57.80	83.27	82.15
Control	52.00	75.20	76.13
Total	54.90	79.23	
Adjusted Mean Gain, Experimental over Control:			5.84

Table 9

Analysis of Covariance, Experimental versus Control Group, Test of Aural Comprehension
(X = precourse score, Y = postcourse score)

Source of Variation	Sums of Squares and Cross Products SSX	SXY	SSY	Degrees of Freedom	Adjusted SSY	F
Between Means	252.3000	350.9000	488.0400	1	247.0589	5.21*
Within Groups	7318.4000	2812.8000	2361.3300	27	1280.2407	
Total	7570.7000	3163.7000	2849.3700	28	1527.2996	

*Significant at the 5 percent level. The probability of obtaining the differences in adjusted mean value due to chance between the groups is less than 5 times in 100

English Language Test

This test was administered only at the end of the course and no control variable was available to use in an analysis of covariance.

The hypothesis that the experimental group had a higher average score than the control group on this instrument was tested using a one-tailed t test, since the direction of difference had been predicted in advance. The mean score for the experimental group was 76.27 and for the control group was 65.33. The difference of 10.94 in favor of the experimental group compared to a standard error of 5.23 gave a t value of 2.09, according to the following formula:[1]

$$t = \frac{\bar{X}_E - \bar{X}_c}{\hat{\sigma}_{\bar{X}_E - \bar{X}_c}} = \frac{76.27 - 65.33}{5.23} = 2.09$$

[1]Palmer O. Johnson and Robert W. Jackson, Modern Statistical Methods: Descriptive and Inductive (Chicago: Rand McNally & Company), pp. 160-161.

For a one-tailed t test this is significant at the 2.5 percent level. A difference as large or larger than that found between the two means would occur only 2.5 times in 100 experiments due to chance.[2]

Additional Statistical Analysis

In addition to the three analyses of precourse and postcourse test scores reported above in Tables 4, 6, and 8, further statistical analyses were made to determine whether language background or exposure to English outside of class influenced the test results.

Language Background

The textbooks used in the American Language Institute program at San Francisco State College (An Intensive Course in English) have special notes directed to the Latin-American students studying English as a foreign language.

The analyses of precourse and postcourse test scores reported above assumed that the precourse test scores represented the level of ability of the students in English when they entered the American Language Institute program. However, the students had varying degrees of preparation in terms of knowledge of Spanish, Portuguese, or French, the languages specifically provided for in the forms of the Examination in Structure and the Test of Aural Comprehension.

The degree of each student's knowledge of Spanish, Portuguese, or French could not be quantified, but the students could be divided into two groups, the first group including those whose native language was Spanish, Portuguese, or French, and those who had studied these languages; and the

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[2] Ibid., p. 501 (Reprinted from Table III of Fisher and Yates, Statistical Tables for Biological, Agricultural, and Medical Research, published by Oliver and Boyd Ltd., Edinburgh, by permission of the authors and publishers.)

second group including those who indicated no knowledge of any of thes languages. None of the students spoke Portuguese as a native language and none had studied Portuguese.

Students "Not Prepared" in Terms of Language Background. Seven of the experimental group students and 10 of the control group students were classified as "not prepared" in terms of language background for the precourse and postcourse Examination in Structure and Test of Aural Comprehension. That is, these 17 students had a native language other than Spanish or French, and had not studied Spanish or French. Their postcourse test averages on the Examination in Structure and the Test of Aural Comprehension were calculated, and the differences, about 9 points, were in the direction of higher averages for the experimental group than for the control group, as shown in Table 10.

Table 10

Means on Postcourse Scores for Students Not Prepared in Terms of Spanish or French, by Group and Test Instrument of Language Background

INSTRUMENT	GROUP		
	Control n = 10	Experimental n = 7	Difference: Exp. over control
English Structure	80.50	89.57	9.07
Aural Comprehension	74.60	83.86	9.26

To determine whether the statistically significant differences reported in Tables 4, 6, and 8 might have been due to true differences in the effect of typing upon students who were "not prepared" in terms of knowledge of French or Spanish, an analysis of covariance was made for this group, with the hypothesis that there was no difference between the experimental and control groups in their adjusted mean scores.

The F value for the Examination in Structure was 4.50, and for the Test of Aural Comprehension was 3.50. The critical value of F for 1 and 15 degrees of freedom is 4.54 at the 5 percent level, so these differences are not significant. The analysis of covariance appears in Tables 11 and 12.

Table 11

Analysis of Covariance, Examination in Structure
(X = precourse score, Y = postcourse score)
Groups Categorized by Language Background

Source of Variation	Sums of Squares and Cross Products SSX	SXY	SSY	Degrees of Freedom	Adjusted SSY	F
Between Means	113.1850	195.8410	338.8450	1	117.1023	4.50(a)
Within Groups	4403.7570	3082.9290	2522.2150	14	363.9552	
Total	4516.9420	3278.7700	2861.0600	15	481.0575	

(a) Not significant at the 5 percent level.

Table 12

Analysis of Covariance, Test of Aural Comprehension
(X = precourse score, Y = postcourse score)
Groups Categorized by Language Background

Source of Variation	Sum of Squares and Cross Products SSX	SXY	SSY	Degrees of Freedom	Adjusted SSY	F
Between Means	249.6010	296.7730	352.8620	1	161.1509	3.50(a)
Within Groups	2963.9290	1044.2860	1013.2580	14	645.3229	
Total	3213.5300	1341.0590	1366.1200	15	806.4738	

(a) Not significant at the 5 percent level.

Students "Prepared" in Terms of Language Background. Eight of the experimental group students and five of the control group students were classified as "prepared" in terms of language background for the precourse and postcourse Examination in Structure and Test of Aural Comprehension, either because of native language or of having studied French or Spanish. Their postcourse test averages on both these instruments were calculated and were found to differ by no more than 6.35 points, not enough to be statistically significant when the analyses of covariance were made. All the differences are in the direction of higher averages for the experimental group, as shown in Table 13.

Table 13

Means on Postcourse Scores for Students Prepared in Terms of Language Background

INSTRUMENT	GROUP		Difference: Exp. over control
	Control n = 5	Experimental n = 8	
English Structure	88.20	90.13	1.93
Aural Comprehension	76.40	82.75	6.35

Since the data for the 13 students who were "prepared" and the 17 students who were "not prepared" were similar, the hypothesis that there was no difference between the experimental and control groups in their adjusted mean scores was accepted for both groups and no formal analysis was made for the group classified as "prepared" in terms of language background.

Effect of Language Background on Results of Experiment. The statistical tests seem to indicate that when initial levels of ability in English

were accounted for by analysis of covariance, the experimental group had significantly higher scores than the control group, and that "language background" as defined herein did not account for the differences found.

Exposure to English

Another factor which may have influenced the experimental group post-course test scores more favorably than those of the control group was the degree to which students in each group were exposed to English spoken by native Americans outside of formal ALI class hours, either in living groups or social contacts.

At the beginning of the semester, ten students in the experimental group and ten in the control group had indicated that English was the language spoken at their place of residence. However, later interviews with the students disclosed that only seven of the experimental group and nine of the control group students were living in an environment where English was spoken as the native language.

On the basis of information gained from interviews with the students during the closing weeks of the experimental period, the thirty students were classified into two groups. One group included those who were judged to have had good exposure to English spoken by native Americans outside of formal ALI class hours. The other group was made up of those who, in their living quarters and social contacts, had very little exposure to English spoken by native Americans.

Good Exposure to English. Seven students in the experimental group and nine in the control group were categorized as having good exposure to English outside of ALI class hours. An analysis of covariance showed no significant difference between the experimental and control groups on

either the Examination in Structure or the Test of Aural Comprehension. All the differences were in the direction of higher averages for the experimental group, as shown in Table 14.

Table 14

Means on Postcourse Scores for Students with Good Exposure to English Outside of the ALI Classes

INSTRUMENT	GROUP MEANS		Difference: Exp. over Control
	Control n = 9	Exp. n = 7	
Structure	84.78	93.57	8.79
Aural Comprehension	78.89	86.43	7.54

The F value for analysis of covariance on the Examination in Structure was .78, and that for the Test of Aural Comprehension was .93, both obviously not significant. Therefore it was assumed that the significance of differences reported for these two instruments were not confounded by the factor of exposure to English language usage by the subjects. The analysis of covariance appears in Tables 15 and 16.

Table 15

Analysis of Covariance, Examination in Structure
(X = precourse score, Y = postcourse score)
Categorized by Exposure to English Outside of ALI Classes

Source of Variation	Sum of Squares and Cross Products SSX	SXY	SSY	Degrees of Freedom	Adjusted SSY	F
Between Means	438.7150	365.4810	304.4790	1	15.7436	0.78(a)
Within Groups	2950.2220	1858.8890	1435.2710	13	264.0139	
Total	3388.9370	2224.3700	1739.7500	14	279.7575	

(a)Not significant at the 5 percent level

Table 16

Analysis of Covariance, Test of Aural Comprehension
(X = precourse score, Y = postcourse score)
Categorized by Exposure to English Outside of ALI Classes

Source of Variation	Sum of Squares and Cross Products SSX	SXY	SSY	Degrees of Freedom	Adjusted SSY	F
Between Means	652.5010	382.1660	223.8350	1	29.3666	0.93(a)
Within Groups	1995.9360	681.2710	642.6050	13	410.0673	
Total	2648.4370	1063.4370	866.4400	14	439.4339	

(a) Not significant at the 5 percent level

Little Exposure to English. Data for those with poor exposure to English outside of the ALI classes showed the same pattern, and no formal analysis was made for the group judged to have had little exposure to English as defined herein. Table 17, showing that the average score of the experimental group exceeded that of the control group on each of the two instruments, appears below.

Table 17

Means on Postcourse Scores for Students with Little Exposure to English Outside of the ALI Classes

INSTRUMENT	GROUP MEANS Control n = 5	Experimental n = 8	Difference: Exp. over control
Structure	80.50	86.63	6.13
Aural Comprehension	69.67	80.50	10.83

The possibility that language background or exposure to English outside of class may have been a factor more favorable to the experimental

than to the control group was studied statistically as reported above, and appears not to have influenced the significance of differences in means found on the test instruments.

Other Factors Which Could Not Be Evaluated

At least two other factors which may have influenced final test scores were considered but could not be quantified. One of these was the degree to which the student was motivated to learn English. The second was the amount of time each student may have spent outside of the regularly scheduled classes in an effort to improve his proficiency in English. In the judgment of the staff of the American Language Institute, the experimental and control groups were about equally matched as to their over-all degree of motivation and their diligence in applying themselves to the program of the ALI.

Therefore, these two factors were not considered to have had an appreciable effect upon the statistical significance of the results reported herein.

Achievement in Typewriting

The development of usable typing skill for beginning typewriting students was an essential part of this experiment. A goal of 25 to 30 gross words a minute was established. This degree of skill was considered compatible with the needs of the students in the class, and attainable in the thirty-three class periods of typewriting instruction which the experimental program provided.

Tables 18 and 19 show the typing rates achieved by the experimental class. It will be noted that all but three of the beginning typists achieved final rates above 25 correct words a minute with reasonable accuracy. The timings were one-minute writings on new (not practiced) material.

Table 18

Typing Rates Achieved by Students in Experimental Typing Class Which Was Part of the ALI Program (One-minute timed writings on new material)

Student Identity Number	Fourth Week			Eighth Week			Eleventh Week		
	GWAM[1]	Errors	CWAM[2]	GWAM[1]	Errors	CWAM[2]	GWAM[1]	Errors	CWAM[2]
1	16	4	12	20	2	18	21	0	21
2	19	1	18	22	4	18	19	1	18
3	23	2	21	29	0	29	30	0	30
4	25	1	24	23	1	22	31	0	31
5*	43	5	38	54	1	53	54	1	53*
6*	31	6	25	30	2	28	35	1	34*
7	23	5	18	27	6	21	28	2	26
8*	43	0	43	42	3	39	52	0	52*
9	20	1	19	27	5	22	30	3	27
10	25	3	22	25	0	25	29	0	29
11*	25	2	23	21	2	19	29	0	29*
12	15	2	13	19	1	18	19	1	18
13	20	0	20	27	0	27	27	0	27
14	24	2	22	34	4	30	36	1	35
15*	45	2	43	47	5	42	45	2	43*

* Students who had some previous typewriting experience.
[1]Gross words a minute
[2]Correct words a minute

Table 19

Summary of Typing Rates Achieved by Students in Experimental Typewriting Class Which War Part of ALI Program (One-minute timed writings on new material)

	Number of Students in Each Category				
	Below 19 CWAM[2]	20-24 CWAM[2]	25-30 CWAM[2]	Above 30 CWAM[2]	Total Students
Fourth Week	5	6	1	3	15
Eighth week	4	3	5	3	15
Eleventh week	2	1	6	6	15

[2] Correct words a minute

CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Statistical comparisons of final test scores, adjusted for differing levels of ability where control variables were available, showed a consistent pattern of superior scores made by the experimental group which took the special class in typewriting as part of the American Language Institute program over the control group which did not have such typewriting instruction.

The adjusted mean scores for the experimental group on three tests, the San Francisco State College test, the Examination in Structure and the Test of Aural Comprehension, were significantly greater than those for the control group at the 5 percent level of significance. In addition, the experimental group mean score on the English Language Test exceeded that of the control group score at the 2.5 percent level.

The uniformity of the statistical results in favor of the experimental group over the control group leads to the conclusion that typewriting instruction can be used effectively as an aid to the learning of English as a foreign language.

Recommendations

Because the results of this experiment showed a significant gain in English proficiency for the experimental group as compared to the control group, the following recommendations are made:

1. Further exploratory studies and experiments should be made to develop typewriting classes using special methods and materials as an

adjunct to programs and laboratories for remedial and rehabilitation language learning in language areas other than that of learning English as a foreign language.

2. It is recognized that the special procedures of teaching typewriting which were used in this experiment could not be applied in vocational typing classes where a high degree of specialized skill must be developed. However, further investigation should be made of the possibility of using typewriting text mat. ials (following introduction of the letter keyboard) for directed learning in subject-matter areas. For example, the students in the experimental class were practicing typewriting techniques and at the same time were using typewriting as a tool for practicing and producing English grammatical structures.

3. Following are some specific recommendations for a typewriting class to be included in a program for students learning English as a foreign language:

There should be an instructor or an assistant for each 8 or 10 students, to observe and give corrective or directive instruction at each typing station as needed. Thus each student can progress at his own rate as his ability develops, and his typing practice is not interrupted by classroom demonstrations which he may or may not understand, and which he may or may not need.

The class should be limited to students who are at approximately the same proficiency level in English, and they should be students who want to take typewriting as part of their English language program.

The typewriting text materials following the keyboard introduction lessons should be within the frame of reference of the students, related to the instruction they are receiving in their other English language classes.

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2. It is recognized that the special procedures of teaching typewriting which were used in this experiment could not be applied in vocational typing classes where a high degree of specialized skill must be developed. However, further investigation should be made of the possibility of using typewriting text materials (following introduction of the letter keyboard) for directed learning in subject-matter areas. For example, the students in the experimental class were practicing typewriting techniques and at the same time were using typewriting as a tool for practicing and producing English grammatical structures.

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The class should be limited to students who are at approximately the same proficiency level in English, and they should be students who want to take typewriting as part of their English language program.

The typewriting text materials following the keyboard introduction lessons should be within the frame of reference of the students, related to the instruction they are receiving in their other English language classes.

Appendix A

Precourse English Language Tests

SAN FRANCISCO STATE COLLEGE TEST.

ENTRANCE EXAMINATION. English Program for Overseas Students. Prepared by Ray Grosvenor, Assistant Professor of Speech and English, San Francisco State College. (Unpublished)

EXAMINATION IN STRUCTURE (English as a Foreign Language), FORM A.

Published by English Language Institute, University of Michigan, Ann Arbor, 1955. Copyright, 1947 - Reprinted, 1955, Charles C. Fries, Director, and Robert Lado, Associate Director, English Language Institute, University of Michigan, Ann Arbor, Michigan.

TEST OF AURAL COMPREHENSION, FORM A.

Published by English Language Institute, University of Michigan, Ann Arbor, 1946. Copyright, 1946, Charles C. Fries, Director, and Robert Lado, Assistant Director, English Language Institute.

Postcourse English Language Tests

SAN FRANCISCO STATE COLLEGE TEST.

ENTRANCE EXAMINATION. English Program for Overseas Students. Prepared by Ray Grosvenor, Assistant Professor of Speech and English, San Francisco State College. (Unpublished)

EXAMINATION IN STRUCTURE (English as a Foreign Language), FORM C.

Published by English Language Institute, University of Michigan, Ann Arbor, 1955. Copyright, 1947 - Reprinted, 1955, Charles C. Fries, Director, and Robert Lado, Associate Director, English Language Institute, University of Michigan, Ann Arbor, Michigan.

TEST OF AURAL COMPREHENSION, FORM C.

Published by English Language Institute, University of Michigan, Ann Arbor, 1946. Copyright, 1946, Charles C. Fries, Director, and Robert Lado, Assistant Director, English Language Institute.

ENGLISH LANGUAGE TEST, FORM A.

By Robert Lado, Ph.D., Assistant Professor and Assistant Director of the English Language Institute of the University of Michigan. Published by the George Wahr Publishing Co., Ann Arbor, Michigan, 1951. Copyright 1951, Charles C. Fries, Director, and Robert Lado, Assistant Director, English Language Institute, University of Michigan.

APPENDIX B

AMERICAN LANGUAGE INSTITUTE
SAN FRANCISCO STATE COLLEGE
PERSONAL DATA FORM

Semester: Spring 1964

Country _____

Male _____ Female _____

Name _____
Family Name Given Name Middle Name

Present Address _____ Telephone _____
Street Number Street

_____
City

Permanent Address _____ Date of Birth _____
Street Address

_____ Age _____
City and Country

Parent's Name _____ Occupation of Parent__

Sponsor in U.S. _____ Are you single or Married? _____
Name

_____
Address

Have you attended a college in the U.S. before enrolling in this Institute?
Yes_____ No _____

List in order all High Schools, Colleges, and Universities you have attended in your own country and in other countries including the U.S.

Name of School	Location

1. What U.S. college or university do you plan to attend? _____

2. What is your proposed major subject? _____

3. Will you be a graduate student or undergraduate student? _____

4. What subjects did you like best in High School or College? _____

_____

What subjects did you like least? _____

5. What are your interests and hobbies? _____

_____

6. What is your native language? _____

7. Have you studied any foreign language in addition to English? Yes_____

No _____

8. What languages do you know in addition to your native language and English? _____

9. Where did you learn and study English before coming to the U.S.? _____

(check one or more of the following) At high school _____

At college _____ From a private teacher_____ At a special language school_____Describe other English language instruction you may have had: _____

10. Who were the teachers from whom you learned English--natives of your own country? _____American-born? _____English-born? _____ other _____.

11. When you studied English, was the emphasis on written English? _____ spoken English? _____ Equal emphasis? _____

12. How old were you when you first learned English? _____

13. Does anyone in your home speak English? Yes_____ No _____

14. Do you know how to use a typewriter? Yes _____ No _____ Have you ever attended a class in typewriting? Yes _____ No_____

PRECEDING PAGE BLANK-NOT FILMED

APPENDIX C

TYPEWRITING AND E.F.L.

LEARNING THE KEYBOARD

Location of Home Keys

LEFT-HAND HOME KEYS: a s d f RIGHT-HAND HOME KEYS: j k l ;

SPACE BAR: Always use the right thumb.

Directions: Place your fingers above the home keys and touch them lightly. Your left little finger will be on a and your right little finger on ;. All the fingers should be curved, with the right thumb over the space bar.

Type the lines shown below, returning the carriage of the typewriter at the end of each line and double-spacing between lines as shown. SAY EACH LETTER AS YOU STRIKE IT.

ff jj dd kk ss ll aa ;; ff jj dd kk ss ll aa ;; fj
ff jj dd kk ss ll aa ;; ff jj dd kk ss ;; aa ;; fj

fff fff fff jjj jjj jjj fff jjj fff jjj fff jjj fj
fff fff fff jjj jjj jjj fff jjj fff jjj fff jjj fj
ddd ddd ddd kkk kkk kkk ddd kkk ddd kkk ddd kkk dk
ddd ddd ddd kkk kkk kkk ddd kkk ddd kkk ddd kkk dk
ddd ddd ddd kkk kkk kkk ddd kkk ddd kkk ddd kkk dk

sss sss sss lll lll lll sss lll sss lll sss lll sl
sss sss sss lll lll lll sss lll sss lll sss lll sl

aaa aaa aaa ;;; ;;; ;;; aaa ;;; aaa ;;; aaa ;;; a;
aaa aaa aaa ;;; ;;; ;;; aaa ;;; aaa ;;; aaa ;;; a;

aaa sss as as aaa ddd fff fad fad fad as fad as as
aaa sss as as aaa ddd fff fad fad fad as fad as as

a as ask asks asks f fa fal fall falls asks falls
a as ask asks asks f fa fal fall falls asks falls

l la las lass lass; f fl fla flas flask lass flask
l la las lass lass; f fl fla flas flask lass flask

a ad add adds adds s sa sal sala salad adds salad
a ad add adds adds s sa sal sala salad adds salad

a dad a lad a salad a lass a flask dad lad fad as
a dad a lad a salad a lass a flask dad lad fad as

LOCATION of h

Type h with the j finger. KEEP EYES ON COPY.

jhj jhj jhj hall hall hall had had had half half
jhj jhj jhj hall hall hall had had had half half

had lad had hall had hall hall had half had hall
had lad had hall had hall hall had half had hall

LOCATION of g and u

Type g with the f finger.

Type u with the j finger.

fgf fgf fgf gf gf gl gl gla gla glad glad glad g
fgf fgf fgf gf gf gl gl gla gla glad glad glad g

juj juj juj uj uj uj uj jug jug hug hug full hug
juj juj juj uj uj uj uj jug jug hug hug full hug

LOCATION of e and o

Type e with the d finger.

Type o with the l finger.

ded ded ded ed fed flad ed held he she shed fell
ded ded ded ed fed fled ed held he she shed fell

lol lol lol ol old fold do so sold go gold go so
lol lol lol ol old fold do so sold go gold go so

LOCATION of r and i

Type r with the f finger.

Type i with the k finger.

frf frf frf fur furl er her lark rug drug dark r
frf frf frf fur furl er her lark rug drug dark r

kik kik kik kid kill fill if is fit lid dish did
kik kik kik kid kill fill if is fit lid dish did

LOCATION of n and c

Type n with the j finger.

Type c with the d finger.

jnj jnj jnj an an and land ran rang and end send in
jnj jnj jnj an an and land ran rang and end send in

dcd dcd dcd can can call cue ice iced cod cod can c
dcd dcd dcd can can call cue ice iced cod cod can c

LOCATION of w and m

Type w with the s finger.

Type m with the j finger.

sws sws sws we when when will will we won sow sew w
sws sws sws we when when will will we won sow sew w

jmj jmj jmj jam make make mad am came come am same
jmj jmj jmj jam make make mad am came come am same

LOCATION of t and .

ftf ftf ftf to to told the the then then than them
ftf ftf ftf to to told the the then then than them

l.l l.l l.l to the. to the. at them. to them. it.
l.l l.l l.l to the. to the. at them. to them. it.

SHIFTING FOR CAPITALS--LEFT SHIFT KEY

Hold the left shift key down with the left little finger (the a finger) to type capital letters with right-hand keys.

Hal Jim Lee Hill Jack Karl Jane Hal and June. Joe.
Hal Jim Lee Hill Jack Karl Jane Hal and June. Joe.

LOCATION of v and , (Comma)

Type v with the f finger.

Type the comma with the k finger.

fvf fvf fvf k,k k,k five, like, five, dive, view,
fvf fvf fvf k,k k,k five, like, five, dive, view,

LOCATION of y

Type y with the j finger.

jyj jyj jyj jay yet dry try they say yes year yet try
jyj jyj jyj jay yet dry try they say yes year yet try

SHIFTING FOR CAPITALS--RIGHT SHIFT KEY

Hold the right shift key down with the right little finger (the ; finger) to type capital letters with the left-hand keys.

Fred Fan Gus Duke Sue Al Sal Sam. Ed may work well.
Fred Fan Gus Duke Sue Al Sal Sam. Ed may work well.

LOCATION of p and b

Type p with the ; finger.

Type b with the f finger.

;p; ;p; ;p pan pale plain rap trip rip trip rap trap.
;p; ;p; ;p pan pale plain rap trip rip trip rap trap.

fbf fbf fbf fob rob both ball rub scrub burn barn be
fbf fbf fbf fob rob both ball rub scrub burn barn be

LOCATION of z

Type z with the a finger.

aza aza haze mazw size zoo zone zoo zone froze freeze
aza aza haze maze size zoo zone zoo zone froze freeze

LOCATION of q

Type q with the a finger

aqa aqa quit quip quit quite quo quote square quit
aqa aqa quit quip quit quite quo quote square quit

LOCATION of ?

Shift with the left little finger and type the ? with the ; finger.

;?; Jack did what? Can you go? Can we go? Did you go?
;?; Jack did what? Can you go? Can we go? Did you go?

LOCATION of x

Type x with the s finger.

sxs sxs sxs six six fix tax box mix next mix next six
sxs sxs sxs six six fix tax box mix next mix next six

LOCATION of ' (apostrophe)

The ' is the shift of the 8.
SHIFT with the left little finger.
Then type the ' with the k finger.

He can't. I can't. He didn't. He wasn't. I'm not.
He can't. I can't. He didn't. He wasn't. I'm not.

KEYBOARD REVIEW - ASSIGNMENT: 1

Make an exact copy of the following:

(Some of these letter combinations are words in English and some are just combination of letters for practice)

fdsa jkl; hj rf ik gf ednj cd did for and cod code
fdsa jkl; hj rf ik gf ednj cd did for and cod code

kid kids fur furl rid ride did died is his he shed
kid kids fur furl rid ride did died is his he shed

an an and and hand hand land land sand sand an fan
an an and and hand hand land land sand sand an fan

end end lend lend send send run run rung rung sung
end end lend lend send send run run rung rung sung

if he is; if she is; if he is here; if she is here
if he is; if she is; if he is here; if she is here

and go; and do; and if; and is; and he; and she is
and go; and do; and if; and is; and he; and she is

KEYBOARD REVIEW - ASSIGNMENT: 2

REMINDERS: Space two times after a period at the end of a sentence.

Depress the shift key to type capital letters.

Type the following sentences, and type each line at least two times or until you have reasonably accurate copies:

Hal ran. Ike fell. Jack hid. Jo Hall can ride.
Hal ran. Ike fell. Jack hid. Jo Hall can ride.

Gloria studies. Carmen reads. Dr. Castro types.
Gloria studies. Carmen reads. Dr. Castro types.

I have ink. I like coffee. I have some money.
I have ink. I like coffee. I have some money.

REMINDERS: Space two times after a question mark at the end of a sentence.

Type the apostrophe by depressing the left shift key with the a finger and striking the 8 key.

Space once after a comma or semicolon.

Type the following sentences, and type each line at least two times:

Will you go? I won't go. Did he go? He didn't go.
Will you go? I won't go. Did he go? He didn't go.

He studies. He does not study. He doesn't study; he talks.
He studies. He does not study. He doesn't study; he talks.

She is pretty, isn't she? Yes, she is pretty. She's pretty.
She is pretty, isn't she? Yes, she is pretty. She's pretty.

Typewriting and E.F.L.

TYPEWRITING PRACTICE PARAGRAPHS

DIRECTIONS: Set your left margin 25 spaces to the left of the center of the paper, and copy the paragraphs line-for-line. Set a tab stop five spaces from the left margin for the first line of each paragraph.

I

Standard Words*

Last weekend Hal had a date with Jane. They had dinner at a restaurant. Jane was different from Hal, and didn't like anything that Hal liked. Hal certainly will never ask her to go to dinner again. 10 21 32 40

II

Our uncle is a very strange man. He is not a bad man, but he likes to take things that do not belong to him. A friend gave my sister a watch last Friday. She wore it a few days and then she could not find it. This morning my uncle, who lives at our house, told me a story. He told me that his friend sold him a pretty watch two days ago. I looked at the watch. It was my sister's watch. My uncle smiled at me and said he did not need a watch. He wanted to give it to my sister. Isn't he a strange man? 10 21 32 43 53 64 75 86 96 101

PARAGRAPH TYPING FOR TIMED WRITINGS.

1.

	Words
It will pay you to learn how to type well so	9
that you can type as you think. This is the goal	19
you should have in mind. It is one you can reach.	29

2.

Words are tools. They are used by those who	9
write. Since we must all write, we need to learn	19
to use these tools well.	25

3.

As you gain skill in typing, you will reach a	9
point when you can see and type short words as a	19
whole, not letter by letter.	25

4.

Do not push the keys as you type. It is the	9
wrong way to gain speed and skill. Always strike	19
each key with a quick, sharp stroke. If you learn	29
how to type right, you can type at a higher rate	39
than you can write with a pen.	45

TYPEWRITING AND E.F.L.

LEARNING ENGLISH

LESSON I

Part 1

Copy the following sentences exactly as shown. Type each one at <u>least two times</u> or until you have two perfect lines in succession:

1. Is the secretary busy? Yes, she is. She's busy.
2. Is the answer correct? No, it isn't. It isn't correct.
3. Are the students intelligent? Yes, they are. They're intelligent.

Part 2

1. She needs a toothbrush and he needs an umbrella.
2. I need a key and you want a cigarette.
3. She wants some bread and I want an orange.
4. You have a banana, we have cake, and he has a sandwich.

Part 3

Copy the following questions and type answers:

1. Do Mary and John study English?
2. Does John arrive at 8 o"clock?
3. Do they study in the morning?
4. Are the lessons easy?
5. Are they important?
6. Does Mary like coffee?
7. Do the students understand Spanish?
8. Does class begin on time?

Part 4

Set your typewriter for double spacing, and set a five-space tabulation for the paragraph indention, they copy the following as shown:

Hal Smith is a student from Kansas. He is twenty years old. He studies engineering. He likes the course. He lives with a student from Iran. They live in San Francisco. They enjoy the classes, and they usually study in the library in the afternoon.

Part 5

Referring to the information you have typed in Part 4, type answers to the following questions. Don't type the questions, but number your answers.

1. Who is Hal Smith?
2. Where is he from?
3. Does he like the course?
4. Where does he live?
5. Do they ever study in the library?

Lesson II

Part 1

Copy each line at <u>least</u> <u>two</u> <u>times</u>:

I have an old watch and a new key. I own a good iron.
I have an expensive iron. He has a cheap book.
He likes new books and old shoes.
He is interested in beautiful girls and French movies.
Orange juice is a good drink with cold lunches.
We don't like bad students or ugly teachers.

Part 2

Where are you from? I'm from China.
When did you arrive? I arrived here two months ago.
What are you doing in San Francisco? I'm studying English.
Is the course difficult? Yes, it is. I'm always busy.
When you type, do you space two times after a period?
Yes, I always space two times after a period ending a sentence.
Do you study at night? Yes, I do. I always study at night.
Do you ever miss class? No, I don't. I never miss class.
Is it correct to space twice after a question mark? Yes, it is.

Part 3

Copy the following statements, and then type the question form. Type each line two times.

EXAMPLE: John is good. Is John good?
John is good. Is John good?

1. He was sick.
2. They were well last night.
3. They are sick today.
4. My sister was bad yesterday.
5. The students were late this morning.

Part 4

Copy the following questions and answers. Type each line two times.

What does Sally do every day? She studies English.
What does Sally do every day? She has classes.
When does she eat lunch? She eats lunch at ten.
When does she eat lunch? She eats lunch in the morning.
Where does she study? She studies in the library.
Where does she study? She studies at home.
Who does she visit in the afternoon? She visits her boyfriend.
Who does she visit in the afternoon? She visits her teacher.
What is Sally? She's a student. What is Sally? She's a doctor.
Who is she? She's my sister. Who is she? She's Sally.

Part 5

Tabulator Drill

70-space line

isn't here	isn't bad	aren't there	wasn't homesick
isn't here	isn't bad	aren't there	wasn't homesick
isn't a boy	isn't studying	aren't coming	isn't going to go
isn't a boy	isn't studying	aren't coming	isn't going to go
weren't well	aren't tickets	wasn't a doctor	weren't doctors
weren't well	aren't tickets	wasn't a doctor	weren't doctors
don't like	doesn't like	didn't see	didn't want
don't like	doesn't like	didn't see	didn't want

12 4 14 4 15 4 17

LESSON 111

Part 1

Directions: 1. Type each line at least two times or until you have two correct lines in succession.
2. Remember to space two times after the period at the end of a sentence.

I never smoke. I don't ever smoke.
He rarely smokes. He doesn't usually smoke.
They seldom smoke. They don't always smoke.
Mary is never late. She isn't ever late.
Henry is rarely early. He isn't usually early.
John and I are seldom here. We aren't always here.

Part 2

Directions: Type the following paragraph about this situation:
Double space and indent 5 for the paragraph.

Last weekend Hal had a date with Jane. They had dinner at a restaurant. Jane was different from Hal, and didn't like anything that Hal liked. Hal certainly will never ask her to dinner again.

Part 3

Directions: Set the left margin for a 60 space line.
Copy the following statements about Hal and type an opposite statement about Jane. Type each line at <u>least two times</u>.

Example:

Hal wanted some bread. Jane didn't want any bread.
Hal wanted some bread. Jane didn't want any bread.

Hal wanted some beer.
Hal wanted to listen to some music.
Hal ordered some potatoes.
Hal had some wine.
Hal didn't have any money.
Hal doesn't like boys.
Hal likes typing class.

Part 4

Directions: Set the left margin for a 70-space line.
Type each of the following lines at least two times.

Don't forget that in typing you should space once after a comma.
I had two sandwiches, milk, a piece of cake and coffee.
The fat girl had three eggs, toast, bacon, fruit pie and a milkshake.
The boy from Peru ate a hamburger, French fries and an orange.
Don't forget to put an s on plural count nouns.
I bought paper, ink, pencils, soap, and a pen.
Always space twice after a period at the end of a sentence.
My sister is on a diet. She had a banana and water.

Part 5

Directions: Type the following paragraph.
Double space and indent 5 for the paragraph.
Set the left margin for a 50-space line.

The class at Central High School studied geography on Monday. They learned that the Nile River is in Africa and that Lake Tahoe is in the Sierra Nevada Mountains in California. Harry asked about earthquakes and said that there was a bad earthquake and fire in San Francisco in 1906. Jean said she

had flown over England, France, Russia, India and the Philippine Islands. The pilot of the airplane, who lives on Scott Street, told her that the tea from the Philippines is very good. The class decided to ask Professor Jones about the products of the United States. The professor, from the southern part of the country, told them to ask him tomorrow. The students went home at two o'clock.

Part 6

Directions: Copy the following questions and type complete statement answers:

1. What did the high school class study on Monday?
2. What is in Africa?
3. Where is Lake Tahoe?
4. What happened in San Francisco in 1906?
5. Who saw the Philippines, England, and Russia?
6. Where does the pilot live?
7. What tea is good?
8. Who is from the southern part of the country?
9. What happened at two o'clock?
10. Do you like geography?

Part 7

Directions: Set your left margin for a 60-space line. Set the first tab stop 20 spaces to the right of the margin and the second tab stop 20 spaces to the right of the first tab stop.

Copy the following with single and double spacing as shown:

A few apples	a few women	a few students
A few apples	a few women	a few students
a little fruit	a little news	a little thread
a little fruit	a little news	a little thread
a lot of things	a lot of nouns	a lot of teachers
a lot of things	a lot of nouns	a lot of teachers
a lot of fun	a lot of practice	a lot of history
a lot of fun	a lot of practice	a lot of history
not many oranges	not many radios	not many houses
not many oranges	not many radios	not many houses
not much English	not much rain	not much tea
not much English	not much rain	not much tea

LESSON IV

Part 1

Directions: Type each line at least two times:

This bus stops here. That bus stops there. These buses stop here.
Those buses stop there. Another bus goes to Reno.
Another goes to Las Vegas. The other bus goes to Oakland.
The other goes to Berkeley. The other buses go to Canada.
The others go to Mexico. Other buses are signtseeing buses.

Part 2

Directions: Type each line at least two times:

John's mother saw them. He heard us. The knife hurt me.
Jane's brother came with her. She and I walked with him.
They went to the movies with me. You and I should ask them.
We aren't going to tell him. It isn't beside us.
When typing, set up straight with your eyes on the copy.
Do not push the typewriter keys; use quick strokes.
Hold your right thumb close to the space bar, not on it.

Part 3

Directions: Type each sentence, and after it type the same sentence using the plural form of the underlines word if the plural is necessary. To underline a word, use the shift lock key and strike the "6" key.

EXAMPLE: The man is sick. The men are sick.

1. The child was very naughty.
2. He killed the hen with a knife.
3. I washed my foot.
4. My tooth hurts.
5. There are too many people in this room.
6. I painted my house red.
7. The sheep is in the pasture.
8. Charlie brought the news.
9. We read the newspaper every day.
10. The woman talks too much.

Part 4

Directions: Type the following paragraph, with the title in capical letters. Use a 70-space line and center it vertically on a whole sheet of paper.

MY UNCLE

My uncle is a very strange man. He is not a bad man, but he likes to take things that do not belong to him. A friend

gave my sister a watch last Friday. She wore it a few days and then she could not find it. This morning my uncle, who lives at our house, told me a story. He told me that his friend sold him a pretty watch two days ago. I looked at the watch. It was my sister's watch. My uncle smiled at me and said he did not need a watch. He wanted to give it to my sister. Isn't he a strange man?

Part 5

Directions: Type the statement or question in column I, and type a corresponding statement or question in column II. Set the left margin for a 70-space line and set a tab at the center for the start of column II.

EXAMPLE:

I	II
They sold the car to Carmen.	Did they sell the car to Carmen?

He is going to lend the book to me.
Is she going to lend me the book?
Mrs. McLeod is teaching us typing.
Is Mr. Gaye teaching Lesson 9 to us?
Henry introduced the pretty girl to him.
Gloria described China to the class.
Does Miss Hepper explain a lot of words to you?
We should repeat the lesson every day.
We talked to John yesterday.

LESSON V

Part 1

Directions: Type each line only one time. Type the question, and type an answer to the question using past forms of the verbs.

EXAMPLE:

Where did you go yesterday? I went to the movies.

1. What did the teacher get?
2. What did John forget?
3. What did you wear on the picnic?
4. What did you eat?
5. What did you give her?
6. Who did you meet?
7. When did he come?
8. What did the class read?
9. Where did she sit?
10. When did you wake up?
11. Which suit did you choose?
12. What did you take to class?
13. Did you space twice after the question mark?
14. Did you correct all your errors in typing this part of Lesson V?

Part 2

Directions: Type each line of the following drill at least two times, or until you have two correct copies of each line.

It was a correct sentence. He wrote correctly.
She is a beautiful girl. She dresses beautifully.
John is a good singer. He sings well.
I don't like very much cake. I don't like cake very much.
He is a formal speaker. He speaks formally.
She is a fast walker. She walks fast.
My father is a hard worker. He works hard.
The students are loud talkers. They talk loudly.

Part 3

Directions: Type questions and answers as shown in the example. Type each line only one time.

EXAMPLE:

John sells cars in Texas.
1. Who
2. What
3. Where

YOU TYPE:

John sells cars in Texas.
1. Who sells cars in Texas? John.
2. What does John sell? Cars.
3. Where does John sell cars? (In) Texas.

A. Seiko studies English in San Francisco
   1. Who
   2. What
   3. Where
B. The fat man from Alaska sells cars.
   1. Who
   2. What does . . . do?
   3. Where
C. The new restaurant is three blocks from my house.
   1. How far
   2. What is
D. The grammar book cost one dollar in 1956.
   1. How much
   2. When
   3. What
E. I bought the blue dress in the new store.
   1. Which
   2. Where
   3. What

Part 4

Directions: Type the first statement or question, and then complete a statement using the key work in the second column. Set your left margin 1 inch from the edge of the paper. Set a tab in the center of your paper for the second column.

EXAMPLE: Hiro is from Japan — can

YOU TYPE: Hiro is from Japan — He can speak Japanese

1.	Hiro is from Japan.	can't
2.	He is taking piano lessons now.	couldn't
3.	He doesn't have a test tomorrow.	can
4.	He has a test tomorrow.	should
5.	You are sick.	should
6.	This is the A.L.I.	must
7.	What are you going to do tonight?	might
8.	Will you please close the window? Yes,	
9.	Mother, may I go to the movies? Yes,	
10.	Please don't smoke in here.	won't

Part 5

Directions: Type the following paragraph. Set your typewriter for double spacing, and indent five spaces for the first line. Use a 70-space line.

Last Saturday my friend took me downtown shopping. I heard about many bargains, so I thought I would buy a few things. We went to a large department store and I told the clerk I wanted to buy a new suit. He brought five suits to me to look at. The wool suit from Scotland felt too heavy, so I put in back on the rack. I said that I had a heavy suit and needed a light one. I tried on four light suits while my friend slept on the chair. Later I decided that the gray suit made me look the most handsome, so I bought it. It cost $85. My friend had to buy my lunch for one week, because I spent too much money on the suit and used up my father's check. I think my suit was not a bargain.

LESSON VI

Part 1

Directions: Copy the following paragraph. Use your eraser and correct errors.

There was a man who lived in our town. He had twelve children, three cats, five dogs, two chickens, and one wife. Most families are different from his. This man had the most money and the most beautiful daughters, so he was the happiest man in town. I liked the eldest daughter, Mary, who looked like a princess and my brother liked the youngest daughter, Jane, who looked the same as her sister. I thought that Mary was more beautiful than Jane, but my brother thought

that Jane was as beautiful as Mary.

This large family lived on the same street as I, so I could visit Mary very often. Mary's brother, Pete, who was bigger than I, wanted to fight with me, but I was afraid. I told him that I would fight with George, who was the same size as I. I won the fight, but I lost Mary, because George's eye was hurt worse than mine.

Part 2

Directions: Type the first statement, and retype it using the pronoun as shown in the example. Type each line one time, and erase and correct errors. Set your margin one inch from the left edge of the paper.

EXAMPLE:

I got my sister up at 7 o'clock. I got her up at 7 o'clock.
I called on John. I called on him.

1. I woke John up at 6 o'clock.
2. I got out of the boat.
3. I picked up my books.
4. I called up John.
5. I ran into Salomon.
6. I look like my sister.
7. I tried on the coat yesterday.
8. I turned the alarm off this morning.
9. I looked up the word.
10. I got along with the new student.

Part 3

Directions: Type the expressions in column I, and supply the negatives in column II, as shown by the examples: Set a tab 5 spaces right of center for column II.

	Column I	Column II
EXAMPLE:		
1.	I want to go home.	I don't want to go home.
2.	Does he want to go home?	Doesn't he want to go home?
1.	You have to study now.	
2.	He is learning to type.	
3.	Do they like to play tennis?	
4.	She hopes to pass the test.	
5.	I will promise to write soon.	
6.	They want us to sing.	
7.	Will you permit them to go.	
8.	He is going to ask Mary to dance.	
9.	Does she expect him to finish?	
10.	I urged them to come to the party.	

Part 4

Directions: A personal business letter. Type your own return address starting about two inches from the top margin.

(Your street address
City and State)
The current date

(Leave about 8 spaces between the date and the name and address of the addressee.)

Admissions Office
University of Michigan
Ann Arbor 23, Michigan

Dear Sirs:

I am a graduate student in Industrial Sociology, and I plan to continue my studies in this field at your University. Would you please send me your general catalogue and an announcement of courses for the 1964-65 school year.

Sincerely yours,

(SIGN HERE)

(Type your name)

LESSON VII

Part 1

EXAMPLES: Who is that man? I don't know . . .
Did it rain yesterday? I think . . .

YOU TYPE: 1. Who is that man? I don't know who that man is.
2. Did it rain yesterday? I think (that) it rained yesterday.

1. How far is Palo Alto from here? I don't know . . .
2. What did she write? She didn't say . . .
3. Who is the girl with the blue dress? Do you know . . .
4. What time is it? I don't have any idea . . .
5. How many students are there in class? Do you know . . .
6. Should we go? I think . . .
7. Is John too tired to come to class? I imagine . . .
8. Did her clock stop? I know . . .
9. How did John come? I think . . .
10. How far is it to the Post Office? I think . . .

Part 2

Directions: Type the following sentences, using one of the following words in the blank:

for until after during when while before

EXAMPLE: I have been studying ___ two hours.

YOU TYPE: I have been studying for two hours.

1. It became very cold _____ the night.
2. I went to bed _____I had written my paragraph.
3. We read about the theory of Einstein _____3 o'clock.
4. The mailman came _____I was taking a bath.
5. I was taking a bath _____the mailman came.
6. George bought a suit _____his sister bought a hat.
7. _____ I returned to Mexico, I had to learn English.
8. I didn't call my girl friend _____three weeks.
9. I had two bad apples _____I found a good one.

Part 3

Directions: Type the following, with the date about three inches (18 spaces) from the top of the paper. Use a 50-space line.

April _____, 1964

Dear Father,

You will be pleased to know that John and I arrived here safely. Something did happen to us at the station. After we got off the train, we could not find our bags. I thought they had been put in the baggage car. After a while a man who was the head porter told us that John's had been found, but that he didn't know where mine was.

It is good that John, whose bag is really valuable, got his back. My bag was a cheap one which almost fell to pieces in the bus station last winter. I am not troubled by the loss, because only my English books were in it.

Your loving son,

LESSON VIII

Part 1

Directions: Copy the following paragraph line-for-line as shown. Set the left margin for a 70-space line and move the right margin out of the way.

Part 1 (cont.)

In all English literature, you can read about famous people of ancient history and mythology. One woman who has been written about for a long time is Helen of Troy, who was then the most beautiful woman alive. Even today we think she was one of the most beautiful woman who ever lived. Before she left for Troy she had lived in Greece, and had been the wife of Menelaus. Paris, son of the king of Troy, saw Helen and fell in love with her. He stole her away on his ship, and her husband and his friends went after them to bring her back to Greece. The great Trojan War between Greece and Troy was started by one beautiful woman. Homer had already written about her before Shakespeare wrote his poems and play.

Part 2

Directions: Type the following questions, and after each question type complete answere using the information in the above paragraph.

1. How can we find out about famous people of ancient times?
2. What beautiful woman has been written about?
3. What had Helen been before she left for Troy?
4. What happened after Paris saw Helen?
5. Who started the great Trojan War?

LESSON IX

Part 1

Directions: Type the paragraphs using the correct forms of the verbs. 70-space line.

EXAMPLE: When the old lady (feel) the bus shaking she jumped to her feet, etc.

YOU TYPE: When the old lady felt the bus shaking she jumped to her feet, etc.

a. When the old lady (feel) the bus shaking she jumped to her feet, and begged the conductor (open) the door an let her get out, but he refused (do) what she asked, and sternly (tell) her (go) back and sit down. The bus kept (skid) and the rest of the passengers all began (protest) against being (prevent) from being allowed to get out.

b. "Everything is (leave) exactly as it was when the murder was (discover)," said Mr. Brown to the detective, after he (kick) the carving knife under his bed and (wipe) the blood off his fingers. The detective might not (discover) who had (murder) Mrs. Brown, because the detective was almost as stupid as he looked, yet he could not help (feel) that Brown might be guilty, because he (have) a large blood stain on his shirt. The detective (arrest) Mr. Brown before he could escape.

Part 2

Directions: Type the following sentences, using the correct word shown in parentheses.

EXAMPLE: This book is very (interested, interesting).

YOU TYPE: This book is very interesting.

1. This book is very (excited, exciting).
2. (Rised, Rising) water must be watched carefully.
3. The (set, setting) sun shines into my windows every evening.
4. Bad movies are very (bored, boring).
5. I am very much (excited, exciting) about my new class.
6. A (watched, watching) pot never boils.
7. We get easily (bored, boring) with bad movies.

Part 3

Directions: Type the following sentences,
Chosed from: still already yet any more

EXAMPLE: I am _____ waiting for a letter from home.

YOU TYPE: I am still waiting for a letter from home.

1. The lady who came with you is _____ here.
2. The lady you invited is _____ here.

3. The lady you invited hasn't arrived _____.
4. The lady who came with you isn't here _____.

5. I expected them to go early, but they haven't left _____.
6. I expected them to go later, but they have left _____.

7. Are you _____speaking your native language?
8. They often had parties last semester, but they don't _____.

Part 4

Directions: Retype the sentences, changing them to Passive Form.

EXAMPLE: The architect built my new house last year.

YOU TYPE: My new house was built last year.
Note: Begin your sentences with the underlined words.

1. We bagan our homework at midnight.
2. The thief stole the gold candlesticks.

3. We will hold the picnic next month.
4. They were driving the sports car too slowly.
5. He had done the dishes before he went to the movies.
6. The guests were eating the dessert when I came.
7. The librarian took the book off the shelf for repairs.
8. His birthday is on January 22, 1942. He was

Part 5

Directions: Type the sentences, filling in the information requested.

1. Outside of typewriting class, I spend about _____ hours a week on my typewriting lessons.
2. Outside of the American Language Institute classes, I spend about _____ hours a week studying English.
3. I (do, do not) _____ have a typewriter to practice on outside of class.

LESSON X

Part 1

Directions: Read and type the paragraph.

George is a very wealthy student who likes cars and girls. He usually drives his largest car so that he can give all of his friends a ride to school. He drives too fast so he usually has an accident, and then he must drive one of his smaller cars. His friends like him because he has so many cars. If he gets a new girl friend, then he drives his smallest sports car so that he does not have to give all of his friends a ride. He prefers to drive only his new girl friend to school.

Part 2

Directions: Type complete sentences, using the information about George:

EXAMPLE: George gives his friends a ride to school because . . .

YOU TYPE: George gives his friends a ride to school because he drives a large car.

1. George has many cars because . . .
2. He drives too fast although . . .
3. He usually drives his largest car unless . . .
4. He drives a smaller car if . . .
5. He drives the smallest sports car whenever . . .
6. He drives the smallest sports car in spite of . . .
7. He drives the smallest sports car because . . .
8. His friends like him because of . . .

Part 3

Directions: Type complete sentences, filling in the blanks with Appropriate words.

Condition		
not true	EXAMPLE:	If they wanted to go with us, they ____ here now.
	YOU TYPE:	If they wanted to go with us, they would be here now.
uncertain	1.	If he is there, his wife _____ too.
not true	2.	If he were here, his wife would _____ too.
uncertain	3.	If there was a blizzard yesterday, the plane _____ leave.
not true	4.	If I had come home late last night, I would _____ slept late this morning.
likely to happen	5.	If it is raining tomorrow, we _____ go on the picnic.
unlikely to happen	6.	If it should rain, I _____ not come.
likely	7.	If you eat that, you _____fat.
uncertain	8.	If he is here, I _____happy.
true??	9.	If you want to learn English and typewriting, you _____type your lessons.
true??	10.	If you want to improve your typing ability and your English, you _____ practice outside of class.

Part 4

Directions: Type the question and then type an answer, using all the information in the question.

EXAMPLE: What is so beautiful that Mary wants to buy it?
TYPE: The dress is so beautiful that Mary wants to buy it.
EXAMPLE: Who is such a beautiful girl that we like her very much?
TYPE: Mary is such a beautiful girl that we like her very much.

1. Who is so short that he can't play basketball?
2. What is made so nicely that John wants to buy it?
3. Who has so much work that we can't talk to him?
4. Who has such a lot of money that he doesn't work?
5. What is so expensive that you can't buy it?
6. Who spoke so beautifully that I didn't get bored?
7. Whose speech was so interesting that I didn't get sleepy?
8. Who gives such interesting lectures that we like to go to class?
9. Who knows such a lot about typing that he doesn't need to practice?
10. Who speaks English so well that he doesn't need to come to class every day?

Part 5

Directions: Composing a letter:

Using the form given in LESSON VI, Part 4, write a letter to Mrs. Doris McLeod, San Francisco State College, San Francisco, California. In the letter tell her what you plan to do this summer, where you plan to go to school after this semester in the A.L.I., what you plan to study, and whether typewriting has helped you.

LESSON XI

Part 1

Directions: Type the following paragraph, filling in the blanks with the correct form of the verb.

EXAMPLE: Margaret didn't know how _____ a car, and she thought it
(drive)
would be fun _____.
(Learn)

YOU TYPE: Margaret didn't know how to drive a car, and she thought it would be fun to learn.

Margaret didn't know how to drive a car, and she thought it would be very useful to learn. She asked her boyfriend _____ (teach) her. George enjoyed _____ (drive) very much because he had just bought a new Porsche, but he didn't enjoy _____ (have) Margaret learn _____ (drive) his new car. One day, Margaret finished _____ (do) the dishes and asked George _____ (take) her out for a driving lesson. George tried not to _____ (listen) her request, but finally he agreed. They drove slowly for two blocks because Margaret insisted on _____ (put) on the brakes every time she shifted gears. George tried _____ (be) patient with her, but he couldn't avoid _____ (yell) at her. She began _____ (cry) and told him she would never let him _____ (teach) her how to drive again. George just smiled.

Part 2

Directions: Type the sentences given, and then type a third sentence using the information in the second sentence to modify the object of the first sentence.

EXAMPLE: We elected Tom. He became treasurer.

YOU TYPE: We elected Tom. He became treasurer. We elected Tom treasurer.

1. They painted the house. They used green paint.
2. George had his car painted. He chose red paint.
3. They are going to name their new baby. The baby's name will be Charles.
4. The coach appointed him. He is now manager of the team.
5. She cut my hair. It was short when she finished.
6. She likes coffee. She doesn't use cream and sugar.

Part 3

Directions: Type the statements and the Questions, and add a Short Answer.

EXAMPLE: We met Professor Brown going to the library. Who was going to the library?

YOU TYPE: We met Professor Brown going to the library. Who was going to the library? Professor Brown.

1. Going to the library, we met Professor Brown. Who was going to the library?
2. Going to the library every day is important. What is important?
3. John saw his brother walking slowly. Who was walking slowly?
4. Walking slowly, John saw his brother. Who was walking slowly?
5. He was afraid of losing his job. What was he afraid of?
6. Running is good exercise. What is good exercise?
7. I watched her running across the street. Who was running across the street?
8. On my way to school I met an old friend of mine. Who was on the way to school?
9. I threw the baseball to him. Who threw the ball?
10. He threw a rock at you. Who threw the rock?

Part 4

Directions: Type sentences, putting the correct word in the blank spaces.

1. He has to go, but you don't _____ to.
   (has-have)
2. She has to go, but you didn't _____ to.
   (has-have)

3. They have to go, but we don't _____ to go with them.
(has-have)
4. You don't have to do it, but he _____ have to do it.
(do-does)
5. You don't have to do it, but he _____ to do it.
(has-have)
6. He doesn't have to study as much as you _____ to study.
(has-have)
7. Will he ever go back home? No, he will _____ go back home.
(ever-never)
8. Have you ever seen a purple cow? No, I have _____ seen a purple cow.
(ever-never)
9. If he never studies will he _____ learn his lesson?
(ever-never)
10. He likes to type, but do you _____ to type?
(like-likes)
11. They like to type, and he _____ typing very much.
(like-likes)
12. It is an exciting story, and I get excited when I read it.
13. It is an interesting story, and I am _____ in reading it.
(interesting-interested)
14. I am _____ about the opera, but I am not
(excited-exciting)
_____ in the symphony.
(interested-interesting)
15. I went to class _____ three weeks _____ learning
(for-before) (for-before)
the name of the teacher.
16. Hal has money, but does he _____any friends?
17. Does Hal _____as much money as Rockefeller has in the bank?
18. Does Rockefeller _____ more money than Shirvani _____?
19. He doesn't _____any money, but he _____a lot of friends.
20. He _____ to his parrot but it never _____ back to
(talks-talk) (talk-talks)
him.
21. The girls _____ all the time but the men never _____
(talk-talks) (talk-talks)
at all.
22. The new student asked for it. Did you give it to _____?
23. The new students asked for it. Did you give it to _____?

LESSON XII

Part 1

Directions: Complete the following sentences by adding some more information.

EXAMPLE: The weather is terrible today; therefore, we shouldn't . . .

YOU TYPE: The weather is terrible today; therefore, we shouldn't go on a picnic.

1. It rained every day last weekend; consequently, we didn't . . .
2. John studies very hard for the test, but he . . .
3. I like to live in San Francisco because it's beautiful. Besides, the weather . . .
4. His friends told him his English was very good; however, his teacher . . .
5. I am not rich, but I . . .
6. I am going, and he . . .
7. John didn't study at all last week; therefore, he . . .
8. He missed a lot of his classes; for that reason, he . . .
9. This is the ugliest room I ever saw in my life; furthermore, there is . . .
10. She attended her classes every day; she also . . .
11. I have finished my lessons, and I have . . .
12. I studied until 10 o'clock, but I didn't go to bed . . .
13. I left school early, but was . . .
14. I have studied a lot, and as a result . . .
15. He kept up-to-date with his lessons, and consequently . . .

Part 2

HOW TO TYPE A PAPER FOR YOUR CLASSES:

1. Leave a two-inch top margin on the first page, and a one-inch top margin on the following pages.

2. The left and right margins should be at least one inch wide. If a paper is more than one page long, the bottom margin should be at least one inch.

3. The title of the paper should be typed in capital letters and in the center of the paper. To center the title, count the letters in it, and divide by two. Start typing the title to the left of the center of the paper. If the title has twenty letters and spaces, start typing ten spaces left of center.

4. Triple space between the title and the body of your paper, and double space the body of the paper. Indent paragraphs 5 spaces.

FOLLOWING THE DIRECTIONS GIVEN ABOVE, TYPE THE FOLLOWING ON A SEPARATE PIECE OF PAPER:

Knowing how to type yourself will be a useful skill when you begin to take university courses in the United States. You will not have a secretary to help you type papers for your professors, and in the United States most professors require students' papers to be typed. So knowing how to type is almost like dressing yourself or washing yourself--you have to do all these things by yourself because no one will do them for you. In other words, you will do yourself a favor if you learn how to type. Besides, it's fun!

Part 3

Directions: Type the following sentences, including the article in the blank or omitting the blank if no article is required.

THE ARTICLES: a an the

EXAMPLE: Do you have _____reservation on _____ plane to __ Las Vegas?

YOU TYPE: Do you have a reservation on the plane to Las Vegas?

1. Do you usually eat ___ egg and ___ toast for breakfast?
2. There's ____piano in ___ auditorium.
3. Is there ___bottle of ink on ___ desk in your room?
4. Does ____ bottle of ink on ____desk belong to ___ school?
5. I must have ___ extra key make for ____front door of ____ house.
6. I received ____letter this morning; _____letter was from my father.
7. Ernest likes to watch ____football on television.
8. Ernest likes to watch_____football game whenever he can.
9. Mr. Olsen likes _____sugar, but not_____cream, in his coffee.
10. He went to ____good movie ____other night.
11. He wanted _____apple and ____ few cookies before he went to _____ bed.
12. She wanted _____books that he had taken to _____library.
13. Today there will be ____lecture on ____geography of _____ Nepal.
14. _____Morocco is located in ____ North Africa, and so are ____ Atlas Mountains.
15. John did his undergraduate work at _____University of Hongkong; then he took _____law course at _____Yale University.
16. _____Suez Canal connects _____Mediterranean with ____ Red Sea.

LESSON XIII - REVIEW

Part 1

Directions: Read the following:

Mr. and Mrs. Wrangle had been married many years, but they did not agree. Mr. Wrangle loved to tell stories, but Mrs. Wrangle was always afraid he would not be quite accurate. So she would contradict whatever he said and make some correction. Their conversation was something like this:

Mr. W: He lives quite near to us.
Mrs. W: Oh no, dear. He doesn't live near to us. He lives two miles away.
Mr. W: We have known him for a long time.
Mrs. W: Oh, darling! We haven't known him for a long time. We've only known him for three years.

TYPE THE DIALOGUE BELOW, FILLING IN THE BLANKS WITH THE NEGATIVE FORMS OR OPPOSITE FORMS OF THE STATEMENTS, AND ADDING PROBABLE SUPPLEMENTARY STATEMENTS:

1. Mr. W: We met Mr. Spenser in 1936.
   Mrs. W: No, darling, _____. We met _____ in 1937.
2. Mr. W: He was married the next year.
   Mrs. W: No, he _____, he _____until 1940.
3. Mr. W: He had known Mary for a long time before he married her.
   Mrs. W: On, no, surely not. _____, he had _____for only three years.
4. Mr. W: She is a very beautiful woman.
   Mrs. W: Darling! _____. Her nose is much too long.

Part 2

Directions: Type the following sentences, supplying the ing or the to form of the verb.

EXAMPLE: The bus conductor didn't enjoy (hear) the passengers make such a noise, so he agreed (stop) the bus.

YOU TYPE: The bus conductor didn't enjoy hearing the passengers make such a noise, so he agreed to stop the bus.

1. The bus conductor didn't enjoy (see) the passengers so uncomfortable, so he agreed (continue) the trip.
2. When they all started (run) for the door, the danger continued (grow), so the conductor refused (take) any more responsibility.
3. When the bus stopped, they all tried (get) out at once, although the conductor had intended (persuade) them (go) one by one.
4. An old farmer by the side of the road watched them (scramble) to get out of the bus, and he couldn't help (laugh) at them.
5. In the excitement, the driver forgot (put) on the brake, and so watched helplessly while the bus rolled into the ditch.

Part 3

Directions: Type the Questions, and type answers to them:

1. Where is the concert going to be?
2. When is it going to be?
3. What time is it going to begin?
4. How long will it last?
5. How far is the auditorium from here?
6. How can I get there?
7. Whose car should we go in?
8. Who should we go with?
9. What kind of music do you like?
10. How many people will be there?